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ABSTRACT

This document presents a process model for the development of a cooperative education program. Aspects of the first year of program operation are discussed including: preplanning/study stages, establishment of co-op committee. surveys, establishment of alternative approaches, visiting institutions representative of the school, specifications for alternative plan of operation, evaluation of instruction, and institutional evaluation of alternative programs. The second year is discussed in relation to implementation, budget, determination of staff qualifications, selection of staff, preparation of staff, development of program policies and procedures, student cultivation and recruitment, employer cultivation and recruitment, interview and selection of students, and location of assignments and final arrangements. Appendices include program forms, schedules, evaluation forms, records, questionnaires, and other related data. (MJM)

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A PROCESS MODEL FOR THE DEVELOPMENT OF A COOPERATIVE EDUCATION PROGRAM

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PROCESS MODEL FOR THE DEVELOPMENT OF A COOPERATIVE EDUCATION PROGRAM

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ACKNOWLEDGMENTS

The initiation of any program within an institution or system requires careful planning and attention to particular details if it is to be successful. A survey of the literature related to cooperative education revealed that a comprehensive procedure and/or planning model for the development of a cooperative program did not exist. Consequently, this document was prepared as a tool to aid the Director of the Florida Statewide Office for Cooperative Education in assisting educational institutions in developing a co-op program. Interest on the part of persons involved in cooperative education was such that copies were duplicated and made available upon request.

The production of such a document was not done without the assistance of many people. The author is greatly indebted to such persons as Frank Vandegrift, Director, Cooperative Education, Auburn University; Mr. Bill Ceely, Director, North Florida Cooperative Education Consortium, Lake City, Florida; Ms. Mary Lou Rajchel, Research Assistant, Statewide Office for Cooperative Education, August 1973, for their help in preparing this model. Further, appreciation is expressed to Auburn University, the University of Alabama and to the several state universities in Florida as institutions which afforded the author the experience necessary to compile this document.

This document is intended to serve those involved in cooperative education. It is hoped that it will serve to reduce problems encountered in developing co-op programs.

Aaron Lucas, Director
Statewide Office for Cooperative Education

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INTRODUCTION

Brief references are made in some existing literature as to procedure for planning and developing a co-op program. To my knowledge, however, no document exists which attempts to establish a procedure for developing a co-op program from the time the idea is conceived to the actual implementation of the program. This document is an attempt to do just that.

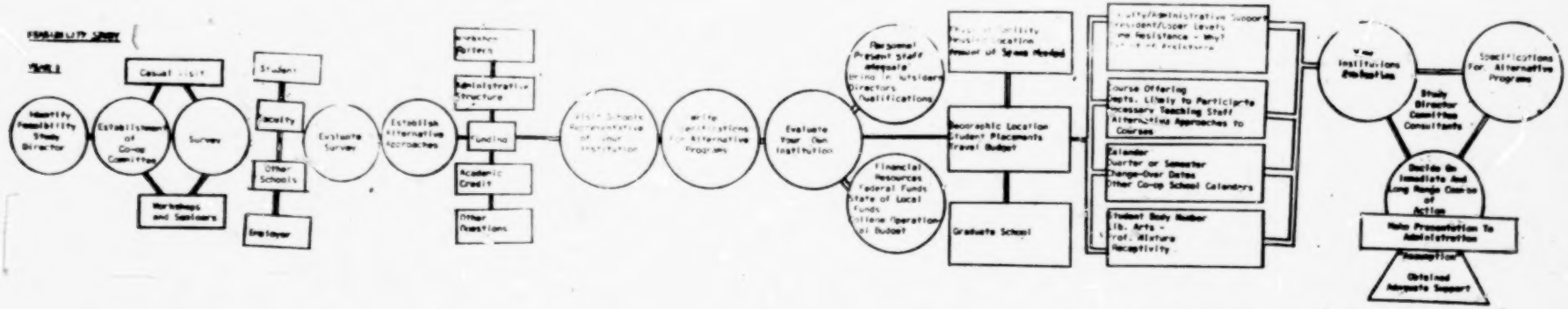
The assumption is made that a person on a college campus gets the idea that a co-op program would be beneficial to his school. No one else to his knowledge is interested in establishing a program. Where does he start? How does he go about developing interest in co-op? How is the administration encouraged to look into the possibility of establishing a co-op program? How do you carry on a feasibility study? If the feasibility study establishes justification for co-op, how do you go about setting up the program? These are the kinds of questions which must be answered if a program is to get underway.

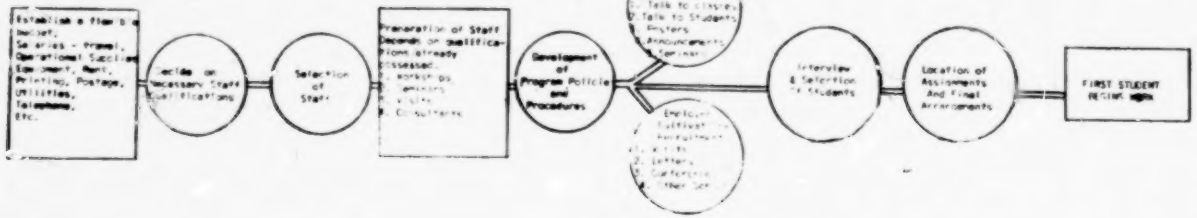
To quote a rather famous or infamous person, depending on your viewpoint, " I want to make one thing perfectly clear." The procedures discussed here are not presented as "the" answer or method for going about establishing a program. They simply suggest some things that can be done to assist in implementing a co-op program.

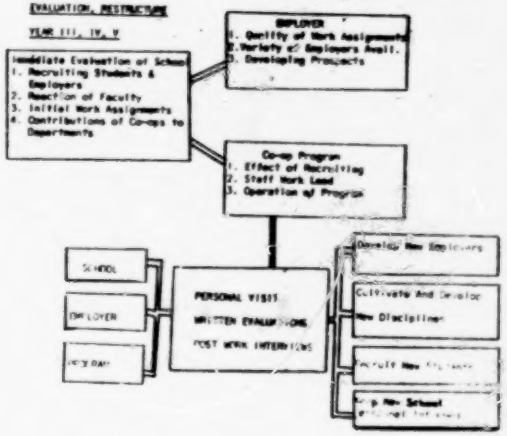
The document is not intended to be highly intellectual or sophisticated. It is hoped that the very practical down-to-earth approach will prove more useful to anyone who choses to make use of the ideas in this model. Also, professional system planners will look with disdain on the "model." The "model" used is really just to avoid putting the information in an outline form.

The point is made several times in the text but it is important enough to note here also. In order that each item appear on the "flow-chart" or "model," it was necessary that it be physically placed at some point. The place an item appears on the chart does not mean that the activity is confined to that point in time. Example: You might very well begin gathering information to "evaluate your institution" soon after establishing a "co-op committee." In other words, the "lock step" procedures suggested by the flow chart are not accurate. Many of the activities will begin prior to their appearance on the chart and may go on after other activities are started.

One final point should be explained. You can obviously over do planning, but in most cases too little is done, or in some cases NONE AT ALL. You should make adequate plans for your program. Six months to a year of intense planning will very likely result in your school actually saving time. Planning will assist you in avoiding many mistakes and will give you an insight which will allow you to make better use of your time.


Identify Possibility Study Director
Establishment of Co-op Committee
Casual visit
Workshops and Seminars
Survey
Student
Faculty
Other Schools
Employer
Evaluate Survey
Establish Alternative Approaches
Visit Schools Representative of your institution
Write publications for Alternative Programs
Evaluate Your Own Institution
Personnel Present Staff adequate Hiring of outsiders Directors Qualifications
Financial Resources Federal Funds State of Local Funds College Operation Budget
Graduate School
Faculty/Administration Support Student/Labor Levels Resistance - Why?
Course Offering Depts. Likely to Participate Necessary Teaching Staff Alternative Approaches to Courses
Calendar Quarter or Semester Change-Over Dates Other Co-op School Calendars
Student Body Number Lib. Arts - Prof. Mixture Receptivity
Your Institutions Evaluation
Specifications for Alternative Programs
Study Director Committee Consultants
Decide On Immediate And Long Range Course of Action
Make Presentation To Administration
Obtained Adequate Support


Establish a Plan & Budget, Salaries - Travel, Operational Supplies, Equipment, Rent, Printing, Postage, Utilities, Telephone, Etc.
Decide on Necessary Staff Qualifications
Selection of Staff
Preparation of Staff Records on Qualifications already possessed
Development of Program Policies and Procedures
Student Cultivation Recruitment
Interview & Selection of Students
Location of Assignments And Final Arrangements
FIRST STUDENT


Immediate Evaluation of School
1. Recruiting Students & Employers
2. Reaction of Faculty
3. Initial Work Assignments
4. Contributions of Co-ops to Departments
EMPLOYER
1. Quality of Work Assignments
2. Variety of Employers Avail.
3. Developing Projects
Co-op Program
1. Effect of Recruiting
2. Staff Work Load
3. Operation of Program
SCHOOL
EMPLOYER
PERSONAL VISIT
WRITTEN EVALUATIONS
POST WORK INTERVIEWS
Develop New Employers
Cultivate And Develop New Disciplines

PRE-PLANNING/STUDY STAGES

The pre-planning stage may be looked upon as that period of time from the conception of an idea until sufficient support is gained to initiate a feasibility study. This situation often develops when a faculty member, a member of the staff or a student at a college or university conceives an idea for a program or activity which he believes should be seriously studied and evaluated for possible inclusion in the regular college program. As is often the case, the person with the idea does not necessarily have at his disposal the staff and other resources required to undertake the study. Even if the person has the required resources, it would be necessary to obtain the sanction and support of the schools administration to proceed with investigating a program which would likely involve many, if not all, areas of the school or college. The case in point is no more peculiar to cooperative education than many other areas. However, in recent years there have been many individual staff or faculty members with a strong interest in developing a co-op program who are confronted with insufficient support to launch a study of the matter. The question then arises, "What does this person do to generate adequate support to undertake the study?" It might be pointed out that in most cases, as they relate to co-op, the lack of support can be traced to several basic sources. An understanding of those sources and proper action can, in most instances, remove them or at least reduce them to the level that they are no longer an insurmountable barrier. The basis of all resistance is a lack of understanding of what co-op is about and its potential contribution to the school. Several other objections to co-op will be discussed later, but most of them can be traced directly to a lack of understanding.

The answer to the problem of lack of understanding is obvious . . . education. A well designed program of communication directed toward educating a selected constituency is the order of the day. However, in order to adequately educate others one must himself possess the qualities he wishes to communicate to others. Just believeing in something yourself is not adequate to convince others. Consequently, first, prepare yourself !! An antagonistic person who does not understand what co-op is all about is likely to be further entrenched in his position if approached by one who is not capable of defending a position as to the viability of co-op education. It follows that the first step in creating better understanding is in personal preparation. The fastest way to accomplish a broad general understanding is to read all available literature on the subject of cooperative education. A bibliography is enclosed for your information. A serious danger to avoid here is NEVER read a volume of glowing reports on co-op, commit them to memory and then try to sell them as a neat package. Some claims may not fit your institution at all. After reading the literature, evaluate your institution in terms of what the literature says. In a very casual way, test your ideas on select persons on campus. Further, visiting schools of comparable make-up to yours who have successful co-op programs is quite profitable. Invite competent co-op persons to act as a sounding board for your ideas. Bring them to visit your campus, if possible, to assist you in evaluating your situation and in formulating a defensible position regarding the establishment of co-op at your institution. Once you are firmly established you can proceed in selling the idea to others.

Some suggestions which will help generate support for your ideas are the distribution of good literature, personal visits, success stories,

students, business and industry contacts, college personnel, seminars, etc.

The seed for your idea might well be planted by personally carrying or mailing printed materials to key people. Care should be taken that what is sent or delivered is short, easy to read, and gets the message across very simply. Such "planting" of ideas should be followed by casual inquiries after a short lapse of time. Over coffee or passing in the hallway a comment such as "That article I sent you sure had some good thoughts, didn't it?;" or "Could I talk with you soon (set an appointment if possible) about some of the ideas in the article I sent you?," give an opportunity to advance the idea you have started to develop.

This leads us to a discussion of personal visits. Preparing the groundwork for the visit is important. Obviously every individual is different and in most cases you will want to prepare the person you plan to visit prior to your arrival. Send him materials that present your ideas in a favorable light. You might well suggest to a mutual friend that he informally feel out the person you are meeting with prior to the visit. A memo outlining some of your ideas might be in order. This would mean he is better informed and it could be argued that it would give him an opportunity to prepare an objection if he is so inclined. This might be true, however, he would have to look into the subject to prepare his objection. Also, you are supposed to have a salable idea and you should be adequately prepared to answer his objections. Regardless, meeting with a person with the cards on the table allows you to get to the point in a much more efficient fashion. One further word, all groundwork must be done diplomatically or even subtly. Brashness or overt lobbying can easily backfire. Personal meetings with key staff and faculty are extremly important and

should be carried on in order to sell and get the feel for how your idea will be received.

The use of success stories might well be facilitated through distribution of literature and personal visits. The subject is mentioned because a great deal of faith is developed through observation of a successful venture. Consequently, you should have readily available examples of successful programs and individual incidents of noteworthy achievement. Very important in this respect is to have documented evidence to support your example. Just to say "Apex University really does a good job with co-op" just won't do the job.

Business and industry leaders are often more aware of the values of co-op than are university personnel. A visit to several of these leaders might well result in one or more of them communicating their interest in co-op to the right places on campus. This is especially effective if they are employers of the school's graduates and/or if the industry has a financial interest in the school. The financial interest may be in the form of direct contributions to the school or research contracts. Obviously, these contracts must not give any hint of coercion or pressure tactics.

Students and alumni can make valuable contributions toward developing interest in the establishment of co-op. Meetings with student leaders to explain the benefits of co-op can prove fruitful. If several of the students express an interest in cooperative type experiences, the administration is likely to listen. Also an inquiry of a number of the alumni and how they might have made use of co-op while in school can be useful. If several see some value, they would probably be willing to make suggestions to the right people on campus.

Finally, seminars or small group meetings on campus to discuss the topic of a cooperative program may also prove valuable. These meetings should not be a session just to pool the ignorance of several people. That is to say the group should consist of a mixture of people with knowledge of co-op, besides yourself, and others you are trying to inform. In the beginning these group meetings may be very general in nature. As support for a feasibility study grows you may wish to hold such meetings for discussion of specific issues. Another purpose such meetings can serve, especially in the early stages, is the identification of persons who might serve on various committees during the feasibility study period.

It might be well to keep in mind that all the activities discussed above should be kept in proper perspective. A sudden surge of actions as just described could have adverse results.

The activities described in this chapter, properly handled, along with other things you may devise, should result in sufficient interest being generated to do a study relating to the implementing of a cooperative program.

ESTABLISHMENT OF CO-OP COMMITTEE ?

The co-op advisory committee is usually a valuable source of counsel and direction. The term "usually" is employed to indicate that circumstances may dictate that such a committee might be ill-advised in the early stages of the feasibility study. The availability of the right kinds of persons to serve is of prime importance in considering whether or not to appoint a committee.

COMPOSITION OF THE COMMITTEE

The committee should not be "stacked" for or against the idea of establishing a cooperative program. The tendency is for a study director to seek out persons he knows will support his ideas and appoint them as committee members. This is a mistake !!! Great care should be given to insure that a cross-section of educational philosophies are represented on the committee. It would not be wise to purposely select a person who is adamantly opposed to the concept of cooperative education. Such a person would likely prove disruptive and hinder fruitful progress rather than offer constructive criticism. By the same token, it would be equally unwise to have a person or persons on the committee who hold a "blind" allegiance to the concept of co-op. The conclusion, is that the committee members should be selected based on a well founded belief in a particular educational philosophy.

The committee should include representatives from the administration, the faculty, student body and business community (preferably prospective employers).

WORK OF THE COMMITTEE

The work of the committee will vary from one situation to another.

No attempt at this point will be made to outline in detail specific duties of the committee. It should be remembered, however, that the committee is a working committee. The study director may work himself to death only to be repeatedly "shot down" by an "advisory" committee. The assigning of tasks related to the completion of the study to any committee member is in proper order. As mentioned earlier, no detailed discussion of activities of the committee will be undertaken at this point. However, listed below are some things in which the committee should take part.

1. Review and report on prospects for co-op in their area.
2. Assist in development of a workable co-op model.
3. Assist in writing policies to govern the co-op program.
4. Promotion and publicity of the proposed plan.
5. Assist in locating resources:
    a. Career information source materials
    b. Physical facilities
    c. Personnel prospects
    d. Financial resources (if appropriate)
6. Travel to other schools to review programs
7. Solicit support from administration and faculty

In summary, a working co-op committee can be a valuable asset;however, an advisory committee or a poorly organized committee can be a terrific pain.

VISITS, WORKSHOPS, SEMINARS & CONFERENCES

The feasibility study director should arrange for members of his committee to make some visits to educational institutions and employers who have on-going co-op programs. These visits are very important to setting the proper atmosphere for committee members to develop an awareness of co-op. Whenever possible the committee should make the visits as a group. A small committee of five or six would not pose a crowding problem and would make better use of limited time. Visiting schools with on-going co-op programs should include questions and observations related to the following:

1. Offices and related space requirements
    a. Directors office
    b. Coordinators office
    c. Secretary and reception room
    d. Interview room
    e. Library and reading room
    f. Storage space . . . records, etc.
2. Administrative Placement of Co-op Office
    a. Reporting channels
    b. Involvement of persons other than direct reporting channels
3. Workload of Director, Coordinator & Secretary
    a. Duties of each staff person
    b. Student load
    c. Activities outside co-op duties
4. Organization of co-op office
    a. Centralized under a co-op director for entire school

b. Operated by individual departments or colleges

c. Central office with coordinators in each college

5. Status of Co-op staff

a. Academic rank

b. Staff, etc ...

6. Written policies governing operation of program

a. Students

b. Employer

c. School

7. Procedures for coordinating students

a. Counseling

b. Placement

c. Selection

8. Alternating work/school pattern

9. Curriculum problems created by co-op

10. Employer recruitment procedures

11. Student recruitment procedures

12. Budget requirements

a. Staff

b. Operation budget

13. Problems associated with placement of various disciplines

14. Special problems with students on job and at school

15. Coordination with employer

16. Fees

17. Registration

18. Financial aid

At least two or three visits should be made to employers with on-going co-op programs.

Attention should be given by the committee to the following:

1. Work plans
    a. Defined schedule of activities
    b. Project oriented
    c Work where pressing need exists
2. Coordination with school
3. Student selection process
    a. Interviews
    b. As recommended by school coordinator
4. Quality and variety of job assignments
5. Geographic location of assignments

There would be other observations a committee would need to make which might be peculiar to their own institutions. Those listed above should serve to stimulate the kinds of things that must be in the minds of the visiting committee. The prime consideration here is that unless adequate preparation is made prior to the visit, it will probably be to little avail. Prior planning simply means to go on a visit knowing what you are looking for and what kinds of questions you want answered.

Workshops on cooperative education are very valuable since they usually cover many aspects of the operation of a co-op program. Scheduling your committee to attend a workshop might prove to be difficult, if not impossible, during the time you have established for the study. At some point, however, every committee member should attend a workshop on cooperative education. This is especially true if the same people are to continue to serve on a

permanent advisory committee after the program is implemented.

The study director can easily arrange several half-day or even all day seminars for the committee. These seminars may well serve to inform faculty and staff other than the committee. When you wish to work on specific problems related to the development of the program, specialists can be invited as consultants to the seminars.

SURVEY

Assessing your situation by means of surveys is quite essential. It would not be wise at all to proceed, without first getting a "feel" for the attitude of those who will ultimately be involved in the program.

A note of caution regarding the use of surveys is that a highly favorable response from a survey should not become the dominate factor in the feasibility study, nor in formulation of a plan of action. A well organized, executed and evaluated survey is necessary and plays a vital role in planning and implementing decisions; however, surveys should not, as often happens, be allowed to cloud other factors which warrant serious consideration. For example, quite ofter response to surveys will reflect overwhelming support of a particular activity, but when implementation actually takes place, support is minimal. This has been shown to be especially true when employers are surveyed regarding participation in cooperative education. Two things are clear. One, prepare, execute and evaluate your survey well; and two, keep the response to the survey in proper perspective with other factors which influence your decision. Surveys are not intended to make decisions but simply to provide data to assist the decision maker.

A further note about surveys is they should be BRIEF. You are not attempting to answer all questions in one survey. Almost without exception, a direct relationship exists between the length of the survey instrument and the number of responses.

Four types of surveys will probably prove adequate at this point in the study:

1. STUDENT SURVEY

This survey should be sent or delivered to all students on your campus. It is extremly important that a large response be obtained. It is equally important that students who complete the survey have a thorough understanding of what the survey is all about. The survey instrument should be short and clearly understood, while at the same time gathering valid date regarding student interest in co-op. (see example 1)

2. FACULTY SURVEY

The faculty survey serves, as other surveys, to inform as well as gather data. Requirements for the faculty survey are about the same as the ones for students. (see example 2)

3. EMPLOYER SURVEY

It is important to know the degree of interest on the part of employers in your area about co-op. Here again you are informing employers of plans for a co-op program as well as gathering data on their interest. It is worth repeating that a positive response on a survey does not always reflect the actual degree of participation you should expect from employers. (see example 3 & 4)

4. INSTITUTIONAL SURVEY

You cannot conceivably visit all schools having co-op programs. But you need hard data to support your proposal.

Consequently, you should survey as many institutions as possible. Develop your survey to gather information you need for your school. Do not just copy someone else's survey or ask a lot of needles questions. (see examples 5 & 6)

When you have gathered your data, assimilate it and put it into a form easily presented and easily understood. Do not quote a bunch of statistics. Prepare some graphs or charts which graphically illustrate your findings.

Several sample survey instruments are included as examples of the kinds of questions which need to be answered before implementing a co-op program. These instruments would not likely serve your needs as they presently exist. They should be altered to fit your particular situation.

Note: The enclosed sample surveys are intended strictly as illustrations. No implications as to quality or lack of it is intended.

(Example 1)

INTEREST SURVEY

This College is planning to initiate a

← COOPERATIVE EDUCATION PROGRAM →

Your help is needed!

Cooperative Education is a unique plan of educational enrichment designed to enhance self-realization and direction by integrating classroom study with planned and supervised practical experience in educational, career, or cultural learning situations outside of the classroom. Students can schedule specific periods of attendance at college and specific periods of employment.

Please answer the following to give us an indication of your interest.

Name (optional)_____

Subject of this class _____

Campus _____

My major or career interest is _____

_____

My interest in cooperative education is -

Check One

☐ Not interested

☐ Mildly Interested

☐ Interested

☐ Would become involved

Should college credit be given for work experience, my interest would be greater.

☐ Yes ☐ No

I am presently employed at _____

My job is: (Name job)_____

Would you like more information?

☐ Yes ☐ No

(Example 2)

This College is planning to initiate a Cooperative Education Program

Your help is needed!

Cooperative Education is a unique plan of educational enrichment designed to enhance self-realization and direction by integrating classroom study with planned and supervised practical experience in educational, career, or cultural learning situations outside of the classroom. Students can schedule specific periods of attendance at college and specific periods of employment.

Please answer the following to give us an indication of your interest.

Name (optional) _____

College or School _____

Department _____

1. My knowledge about Cooperative Education is:

   ☐ Extensive

   ☐ Moderate

   ☐ Limited

   ☐ Non-existant

2. I would like to learn more about Cooperative Education.

   ☐ Yes ☐ No

3. I believe students in my area could benefit from participation in Cooperative Education.

   ☐ Very Much

   ☐ Somewhat

   ☐ Very Little

   ☐ Not At All

4. If a Cooperative Education Program were initiated I would support it.

   Yes No

(If answer to No. 4 is Yes)

5. I would be willing to:

   ___ Recommend it to my students
   ___ Recommend it to prospective employers with whom I am familiar
   ___ Actively recruit employers (as time allows)
   ___ Serve on Advisory Committee
   ___ Visit students on the job
   ___ Serve on planning committee
   Other:

(Example 3)

QUESTIONNAIRE FOR EMPLOYERS

NAME OF BUSINESS_____

ADDRESS_____
Street Address City

_____
State Zip Code

CONTACT FOR CO-OP_____
Name Title

Telephone No. _____ . Area Code_____

1. Do you have, at present, a cooperative education program for college students?

_____YES _____NO

2. Would you be interested in receiving more information about cooperative education in Florida from the Statewide Cooperative Education Program?

_____YES _____NO

3. Would your business be interested in sending a representative to a workshop for employers on cooperative education?

_____YES _____NO

4. If unable to send a representative to a workshop, are you willing to become a cooperative education employer working with Florida's colleges and universities?

_____YES _____NO

(If your answer is yes to the above question, we will send you additional information.)

REMARKS:

Please return this form to:

(Example 4)

COOPERATIVE EDUCATION SURVEY QUESTIONNAIRE

1. Name of firm: _____

2. Address: _____

3. Phone _____ 4. Contact person: _____

5. Type of business or industrial activity:

   _____Marketing/Retail _____Manufacturing/Industrial _____Mining

   _____Service _____Banking _____Other _____
   (Please specify)

6. Number of full-time employees _____.

   _____Male _____Female _____Part-time Total _____

7. Is nature of employment seasonal? _____Yes _____No

8. Does your firm currently employ students on a full or part-time basis?

   _____Yes _____No. If yes, how many? _____

9. How many new employees do you expect to add within the next year? _____

10. What type or level of positions in which openings could occur?

    Examples:

    _____Accounting _____Administration _____Clerk-Typist

    _____Secretarial _____Engineering _____Drafting and Design

    _____Electronics _____Supervisory _____Mining _____Electronic Servicing

    _____Welding _____Machine Operators _____Mechanic

11. Would your firm be interested in participating in the new Cooperative Education Program planned for

    _____Yes _____No _____Would like further information regarding Cooperative Education.

Date _____

(Example 5)

QUESTIONNAIRE TO COLLEGES AND UNIVERSITIES

1. Do you currently have a Cooperative Education Program, (program whereby students alternate terms of study with terms of employment in planned trainee/employment positions arranged by the institution) at your institutions in any area? Yes _____ No _____

2. If yes to above, in what college or department is such a program conducted?
   Department — Person who coordinates such program

   a.

   b.

   c.

   To whom does the coordinator above report?

   Name_____ Position or Title_____

3. Do you consider your entire cooperative education activity centralized_____ or decentralized_____? If centralized, who directs the overall co-op activity?
   Name_____ Position or Title_____

   Address_____ Phone_____

4. Do you wish to expand your Cooperative Education program or programs?
   Yes_____ No_____

5. Is planning for such expansion now in progress? Yes_____ No_____
   If yes, who is heading up such planning?
   Name_____ Position or Title_____

   Address_____Phone_____

(Example 6)

STATEWIDE COOPERATIVE EDUCATION PROJECT
QUESTIONNAIRE

April, 1972

NAME OF INSTITUTION _____

ADDRESS OF INSTITUTION _____

PERSON COMPLETING QUESTIONNAIRE _____

1. How does your program relate to the overall university or college administrative structure?

   _____A. Organized as a distinct centralized unit of the institution, reporting to the academic dean or vice president.

   _____B. Organized as a distinct centralized unit of the institution, reporting to the dean of students or vice president of student affairs.

   _____C. Organized as a distinct unit, reporting to some other college or university officer (please specify) _____

   _____

   _____D. Decentralized, coordinators attached to academic departments.

   _____E. Decentralized, coordinators attached to student services or student personnel.

   _____F. Other (please specify) _____

   _____

2. In October 1971 and February 1972, how many full-time coordinators did your program have? How many students were working on co-op assignments?

	October, 1971	February, 1972
Students	_____	_____
Coordinators	_____	_____

3. Do you register students during their off-campus co-op assignments?

   _____Yes _____No

4. Do students on work assignment pay a fee:

_____a. as part of registration

_____b. which is not considered a part of registration

_____c. Not at all

5. If a fee is charged, how much or at what rate is the amount set?

6. Are co-op students on work assignments considered full time students by the institution?

7. Are co-ops on work assignment included for accounting purposes in determining budget allocations to the co-op department?

8. Please explain how your co-op program is funded if it is not funded on an FTE (full-time equivalency) basis.

9. Is your co-op program budget built into the institution's budget at the top or is it a part of a particular college or departmental budget?

10. Does your program receive federal support? If so, under what title and at what dollar level?

11. Is academic credit awarded for co-op experiences? If so, how much, and does this affect fees charged?

12. What controls are exercised over the awarding of credit (grades, reports, term papers, etc.)?

13. If your institution does not currently award academic credit for cooperative experiences, is the awarding of credit under consideration?

14. What percentage or number of your co-op students:

_____ alternate full academic terms on campus with full-time work terms off-campus

_____ "divide-the-day" by working part-time or full-time while continuing a full academic load.

_____ are employed in positions for which they receive no pay.

_____ work on assignments within commuting distance of the institution.

_____ work on assignments in Florida but beyond commuting distance.

_____ work on assignments outside Florida but within the Southeast

_____ are placed outside the Southeast.

15. Are there "experiential learning" or "off-campus term" programs involving student employment or volunteer work on your campus?

_____ Yes _____ No

16. Are these programs:

_____a. administered as an integral part of the co-op program

_____b. distinct from co-op, with little coordination between them and the co-op program.

_____c. distinct from co-op structurally, but operated in close cooperation with the co-op program.

17. How much formal and informal coordination exists between co-op, placement, and financial aid activities at your institution?

Between Co-op and Placement:

_____total coordination
_____close coordination, but still separate
_____slight or occasional coordination
_____no effective coordination

Between Co-op and Financial Aid:

_____total coordination
_____close coordination, but still separate
_____slight or occasional coordination
_____no effective coordination

18. What kind of job appointments do professional staff receive?

_____faculty

_____administrative and professional (A&P)

_____career service

_____other (please specify)

19. If professional staff do not currently receive faculty rank, do you anticipate their being granted such rank in the near future?

20. What is the ratio at your institution of coordinators to students?

21. How often do coordinators visit students on work assignments per work term?

_____never

_____once

_____twice

_____three or more times

_____irregularly, only if necessary for a specific reason.

22. Within what salary range are coordinators currently paid?

_____Less than $10,000 per year

_____$10,000 - $12,000 per year

_____$12,000 - $14,000 per year

_____$14,000 - $16,000 per year

_____over $16,000; specify _____

23. What percentage of the co-op budget at your institution is spent on the following categories:

_____personnel services (salaries)

_____travel

_____communications (telephone, postage, etc.)

_____other (printing, supplies, etc.)

24. If possible, can you supply us with an administrative chart illustrating how co-op relates to the college or university structure?

25. Please use the space below to include additional information or comments.

ESTABLISH ALTERNATIVE APPROACHES

In setting up a cooperative education program, a variety of approaches should be studied. There is no "right" way to operate a successful program. Factors which will have a definite effect on the type of program offered by an institution are (1) size of student body; (2) geographic location; (3) type and number of disciplines; (4) student interest; (5) educational philosophy of the school; (6) financial resources; (7) others.

A brief look at each of these factors is in order. The size of the student body is a significant factor. School and work patterns will often differ in a small school of two thousand or less and a large college or university. A small school usually cannot afford to alternate students since the size of classes is already small. Having students off campus as co-ops would reduce class size even more, as well as require that courses be offered more often. A small student body does not preclude an alternating work/study pattern, but it does require careful planning and development. This can also be a problem in small departments within a large university.

The geographic location may be a strong factor in developing a program. A parallel program (attending school part-time and working part-time) is not very practical in a rural college or university. Basic to a parallel program is an adequate number of employers within commuting distance of school. The geographic location will also affect the travel budget and number of staff members required to operate the program. A school with only technical and/or professional academic areas participating in co-op would usually expend less time and effort per student placed than a school oriented toward liberal arts. Some disciplines would find it easier to

award credit for co-op experience. Some departments would resent any movement which would allow an outside person to exercise any control over their students. Such an attitude could have a definite affect on the administrative structure.

Student interest in programs like co-op varies from one year to another. There will also be extreme variation on student interests within a student body at any given point in time. Student recruitment and selective procedures therefore will vary and must be taken into account when planning.

Most educational institutions have a very distinctive philosophy. It may be highly intellectual/academic oriented or more practical in nature. Emphasis may be either heavily research or teaching/instruction. Regardless of its nature, there are rather definite effects on the operation of the co-op program depending on the school's particular interest. This fact is, of course, not always constant. The effect of the school's philosophy may be evident in the types of assignments appointed for students, the type of students selected for co-op, etc.

Financial resources may have the most dramatic effect on the program. Obviously, without funds the program will not be able to operate and within certain bounds the positive effects of the program are directly proportioned to its financial resources. The subject of budget will be discussed at length in later chapters.

There are other factors which will influence the final decision as to the type of co-op program to be implemented at any particular school. Those mentioned above will serve to stimulate thinking as to the kind of questions which must be answered before starting a co-op program.

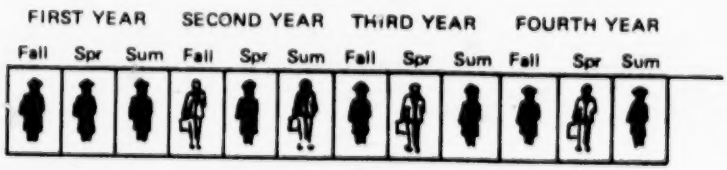
SCHOOL/WORK PATTERNS

ALTERNATING

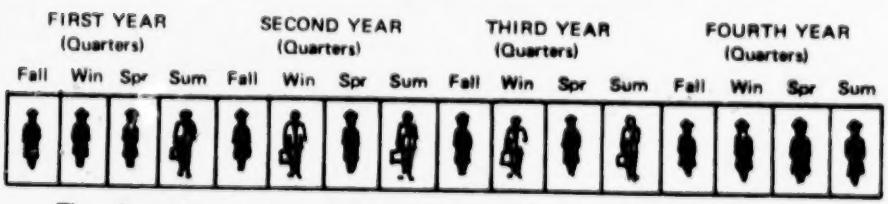
Traditional co-op programs have made use of the alternating plan of school/work experience. In this type program a student usually attends school one, two or three terms as a first year student. At the end of the period the student begins to alternate periods of full time school and full time work. The advantages of the alternating schedule are: (1) Flexibility of job assignment location. Frequently students will desire work assignments which are not available within commuting distance of the campus. The alternating plan allows the student to go where the assignments are almost without regard for the location. (2) Students are able to devote full-time to study while in school. Working students often have to take reduced loads (or sacrifice good grades) in order to work and attend school at the same time. (3) The employer is often able to give students better assignments because the student is on the job full time. A typical schedule is illustrated below:

ALTERNATING PATTERN

SEMESTER



QUARTER


FIRST YEAR (Quarters)
SECOND YEAR (Quarters)
THIRD YEAR (Quarters)
FOURTH YEAR (Quarters)
Fall Win Spr Sum Fall Win Spr Sum Fall Win Spr Sum Fall Win Spr Sum

The alternating pattern may involve a four or five year baccalaureate program. The number of work terms will vary from one institution to another.

PARALLEL

The parallel school/work pattern allows the student to work mornings and attend classes in the afternoon or vice versa. This schedule is often effective in urban settings where students can commute between school and work assignments. The parallel schedule offers the following advantages: (1) The student is on campus at all times so courses do not have to be offered more than normal. (2) The student can be more closely supervised. (3) The student does not have to move from job to school each term. A typical schedule is outlined below:

PARALLEL PATTERN

Fall Wint. Sp.	Sum.	Fall Wint. Sp.	Sum.	Fall Wint. Sp.	Sum.	Fall Wint. Sp.
Mornings School	VACATION	Mornings School	VACATION	Mornings School	VACATION	Mornings School
Afternoon Work		Afternoon Work		Afternoon Work		Afternoon Work

The school and work period can be revised, providing for classes in the afternoon and work in the morning.

PARALLEL/SUMMER PROGRAM

This schedule is the same as the parallel schedule except the student works full-time in the summer. The program has the same advantages as the parallel program and adds the feature of using the summer for full-time work. This allows the student a break from school which is often spent in menial type work rather than meaningful experiences. A variation which can be very worthwhile is to allow the full-time term to be any school term of the year. This program could allow for full-time work as the need arises. A typical schedule is illustrated below:

PARALLEL/SUMMER PROGRAM

Fall Wint. Sp.	Sum.	Fall Wint. Sp.	Sum.	Fall Wint. Sp.	Sum.	Fall Wint. Sp.
Mornings School Afternoon Work	Work Full Time	Mornings School Afternoon Work	Work Full Time	Mornings School Afternoon Work	Work Full Time	Mornings School Afternoon Work

Full time work periods may not all be the summer term.

OTHER VARIATIONS

The year long work schedule can be used to off-set the problem of offering courses every term. The summer-only work schedule is used by some schools, but is the least profitable of the various schedules.

CONCLUSION

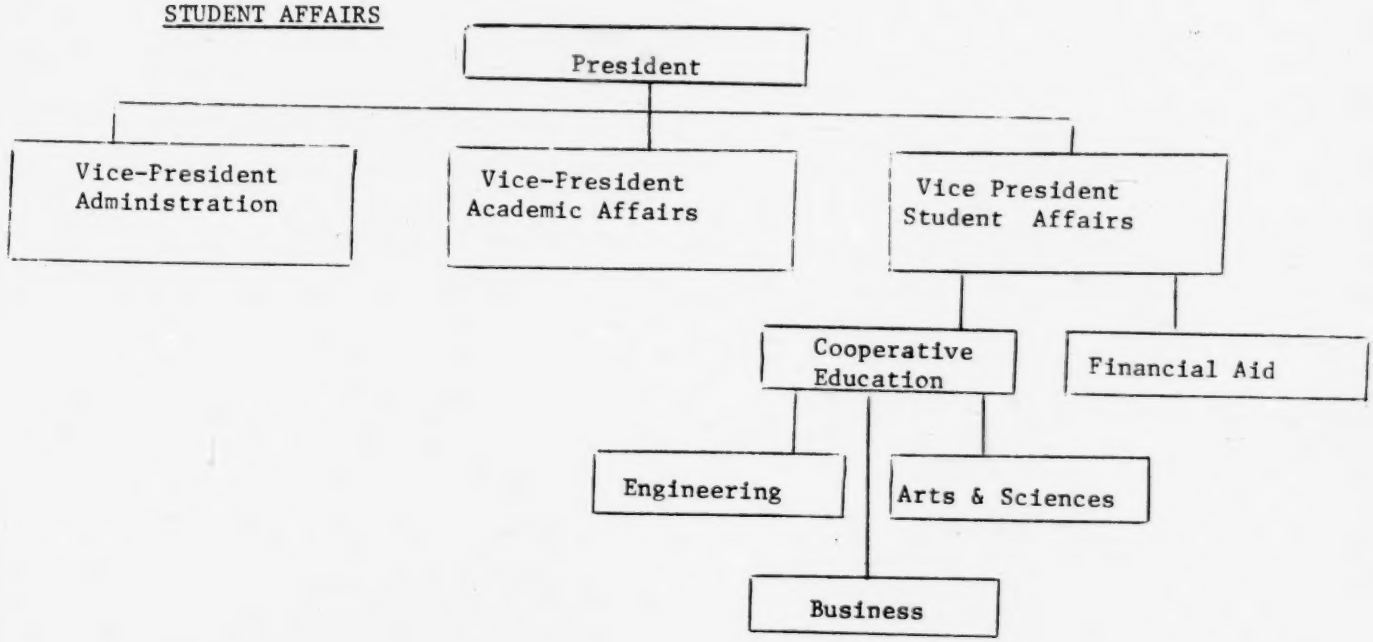
The important factor in looking at alternative school/work schedules is while the schedule must meet the needs of the students, it must also fit the requirements and limitations of the school. No one schedule has absolute superiority over another.

ADMINISTRATIVE STRUCTURE

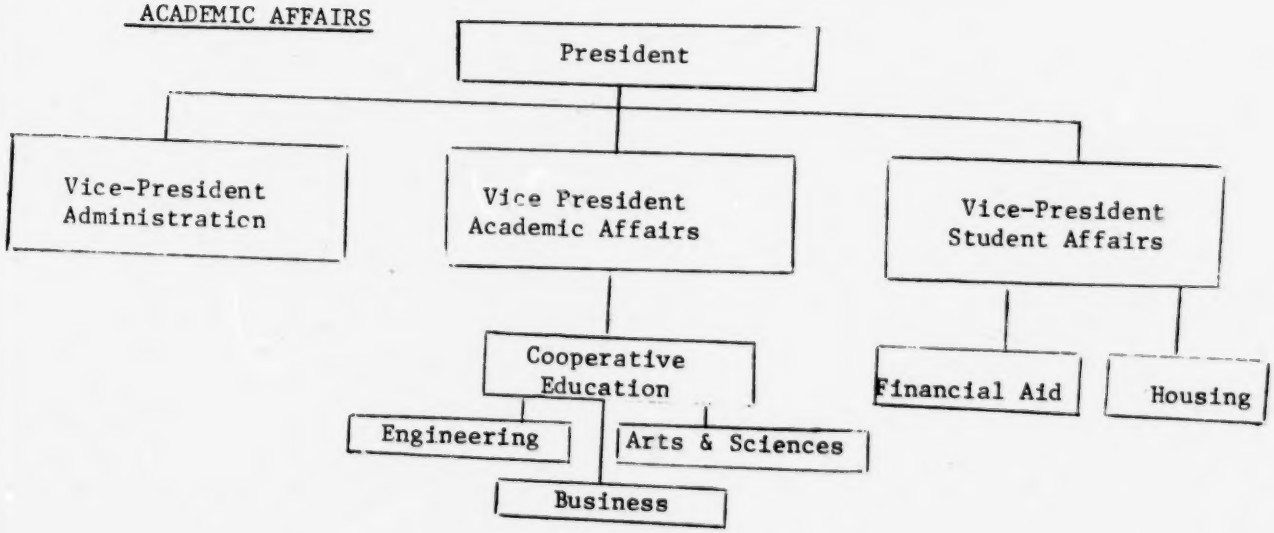
Two aspects of the administrative structure will be taken up at this point: first, the position or place of the cooperative program within the university structure; and second, the administrative arrangement of the program itself. Distinction will also be made between a centralized and de-centralized administration

UNIVERSITY STRUCTURE (Centralized)

STUDENT AFFAIRS

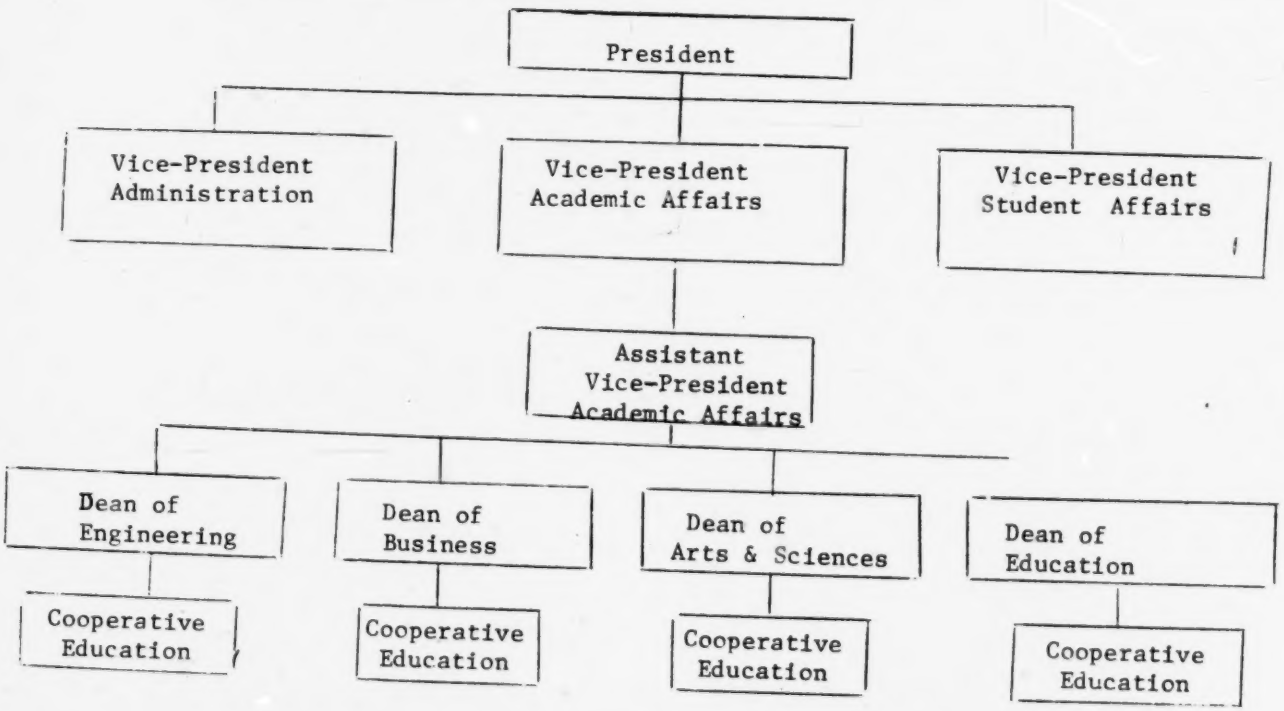


ACADEMIC AFFAIRS



The position of co-op within the university has been the source of much discussion. Forces are almost equally divided between those who feel it should report through student affairs and those who feel it should report through academic affairs. The academic/learning experiences engaged in by co-ops and the awarding of academic credit for co-op makes academic offices the likely place for the program. This does not mean that a good case cannot be made for student affairs.

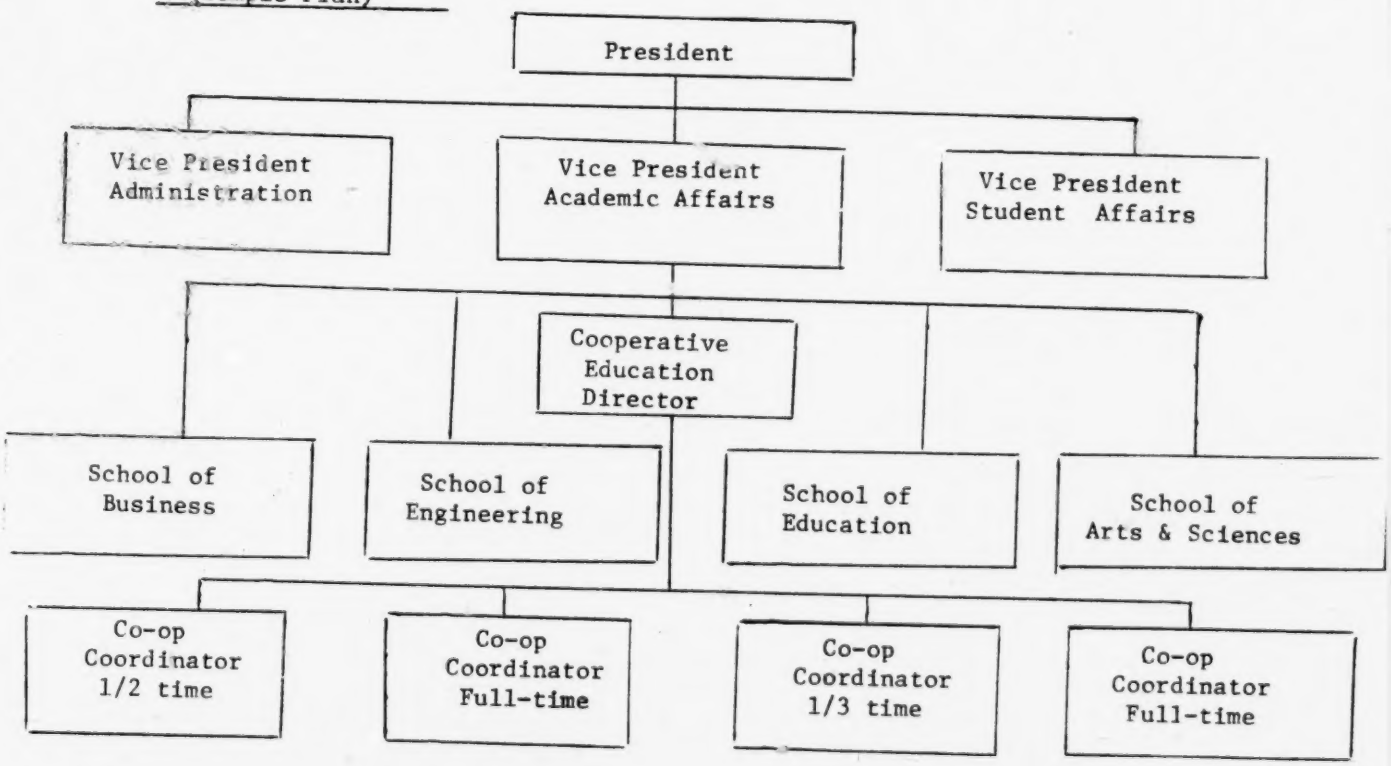
UNIVERSITY STRUCTURE (De-Centralized)



In a decentralized program each department, school or college takes care of its own students. A department may have a full-time person working as co-op coordinator or a person on partial-time, depending on the number of students involved. This arrangement has the advantage of giving each department the opportunity of carefully supervising and evaluating their own students. The most serious drawback of this arrangement is the

duplication of effort and the lack of coordination. Many employers will use students from many disciplines. Quite often good assignments go empty under such a system because of the difficulty in getting to everyone on campus involved in co-op. A decentralized program is most often not necessary. Practically every advantage of the decentralized program can be met through an effective centralized program.

UNIVERSITY STRUCTURE
(Temple Plan)

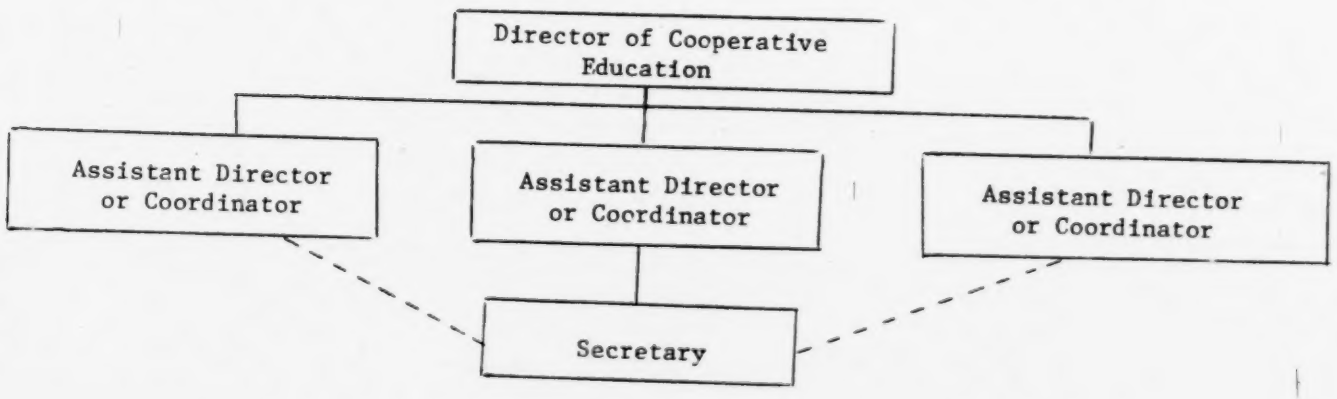


Under this administrative structure a centralized co-op office is located under the Vice President for Academic Affairs. This office is staffed with a director and necessary support personnel. In each college, school or department a person is given release time to coordinate co-op activities. The amount of release time will depend on the number of

students involved and/or the commitment of a department to co-op education. This arrangement has the advantage of a centralized contact office for coordinating of student interviews and keeping all records of students actually alternating or working as co-ops. It involves each department in the actual job development, supervision and evaluation of its co-ops.

ADMINISTRATIVE STRUCTURE (Co-op Program)

Each program should have at least one full-time person, usually referred to as the director. Assistant directors or coordinators work for and report to the director. These persons are added as the workload justifies. Secretarial help should be provided, with at least one for every two persons in the office.



ACADEMIC CREDIT

Academic credit for co-op has been hotly contested by numerous persons for many years. Opposition from many quarters can be expected. This means that your case for credit must be well made and equally well presented. Various alternative approaches have been utilized in awarding credit for co-op experiences.

One approach which should be avoided is that of "add on" credit. It is suggested by some that credit for co-op should be added to the number of hours normally required for the BS degree. For example, if a student needs 210 hours for his degree, give him "x" number of hours credit for co-op and require 210 + x hours for graduation. This is meaningless credit and should be avoided. The argument that "add on" credit may generate funds to support the co-op program is presented by some to justify its use. One approach to awarding credit is assigning "x" number of hours of credit for each co-op experience. This can be done by assigning each department a series of courses with "x" number of credit. For example; COE 101 ... 2 hrs; COE 102 ... 2 hrs; etc. Under this approach each co-op experience to which the co-op office assigns a student would earn the student "x" number of hours toward his degree. Inherent in such an approach would be confidence in the co-op office to develop quality assignments. This could be accomplished by the co-op office and each department working together in setting up co-op assignments. Little difficulty would be encountered in both areas evaluating an assignment before a student is sent to work. Once an assignment has been validated, it would not be necessary to re-validate it each time a new student worked on the job. Under this system a student would simply write a report of his experience and receive credit.

Another approach is "special problems" credit. Most departments have courses identified as special problems or projects. In this system a student who is to go on an assignment gets together with his professor prior to leaving campus. Together they decide on a project the student is to complete during his assignment. The project may be the same as the work he would do for his employer or a portion of the duties. It may be a separate project but related to the student's job. Upon completion of the work term the project would be evaluated and credit assigned. The most significant short-coming of this approach is that the co-op program does not receive funding credit for the hours earned by the student.

A third approach is substituting required or elective courses for co-op experiences. While this has been done successfully in some cases, it is not the best situation. The procedure is quite simple. After a student has completed a work assignment, he is given a competency test over a particular course. If he makes an accepteble score, he is not required to take the course. In some cases, no test is required. The student and his professors simply discuss his experience in light of a particular course.

FUNDING SOURCES

Federal funds are available for "seed" money to do a feasibility study and to initiate co-op programs. The drawbacks to federal funds are obvious. One, they are uncertain. Two, they will eventually be terminated. Federal funds should be looked upon as being temporary and the institution should have a definite plan to support the program when federal funds terminate.

Student fees are another source of funds to support the co-op program. Fees should be charged to students who participate in co-op; however, student fees seldom, if ever, will totally support the program. This is especially true in the initial stages since there is likely to be only a few students involved.

FTE or Full Time Equivilincy generated by academic credit hours earned by co-op students is another source of funds. FTE Credit is not sufficient to support the co-op program for the same reason that student funds are not adequate. Initially there are not enough students and there is a limited amount of credit. While fees and FTE Credit are not sufficient to totally support the program, they do contribute toward its financing.

The budget of the co-op office could be a regular line item of the general budget. The commitment of the institution's administration to a total education program for students is required to make such an arrangement possible.

A variation of funding from the general operating budget of the school is to obtain funds from each departmental budget. Under such an arrangement, each department would contribute to a centralized co-op office or simply fund a co-op program within their own department.

VISIT INSTITUTIONS REPRESENTATIVE OF YOUR SCHOOL

By this time some rather definite ideas should be beginning to take shape regarding various aspects of the co-op programs. It is at this point that some "serious" visits to other campuses should take place. Careful attention should be given to the selection of campuses. Visit only those schools which are similar to yours in size, geographic location, student body make-up, etc. and which have on-going co-op programs. Obviously you will not be able to find an exact duplicate of your school, especially one with a co-op program. The idea here is that a school similar to yours which has a co-op program has already fought many of the same battles you can expect to encounter. Consequently, persons from such a school would be able to offer you better counsel than you might expect from an institution dissimilar from your own.

During your visit look carefully at what has and has not worked well for them. Pay particular attention to problem areas which they have been unable to solve. Have them go over with you the "alternatives" you have drawn up for consideration at your school.

Do not succumb to the temptation to simply duplicate what you find at a particular school. When you have completed your study you may come up with a very similar program, but it is equally likely that your program will be quite different.

Gather all the information you possibly can from the schools you are visiting and relate the information to all the data you have previously gathered. When you have done this you are ready to design two or three model programs which you will consider implementing at your school.

SPECIFICATIONS FOR ALTERNATIVE PLAN OF OPERATION

By this time the committee and the director should be sufficiently familiar with cooperative education to write some rather definitive specifications. It should be noted that specifications for alternative programs preceed the investigation or evaluation of the institution. This procedure is suggested so as to guard against being unduly influenced by existing circumstances. An alternative may not be investigated if a preconceived idea exists that it will not work. However, an objective investigation of the idea might well show that it is valuable enough to initiate the required changes to make it work. Also, it may be found that the idea would work without too great an alteration.

Since this entire report deals with various alternative approaches and institutions vary so greatly as to their needs and limitations, no effort is made at this point to outline various program structures. This portion of the study should, however, not be overlooked. The danger is that a program or procedure will be adopted just because it works and not because it works best.

EVALUATION OF INSTITUTION

In evaluation of your institution, no facet of the school which bears on the development of the co-op program should be over-looked. Care should be taken in this respect to make an honest evaluation and, where possible, document in writing the evaluation and its relation to co-op.

FINANCIAL RESOURCES

Basic to any successful operation is adequate financial support. The tragic picture in most education activities is that "adequate" financial support is most often perceived as bare subsistance. There are always many more costly causes upon which to expend money then there is money to go around. Consequently, you see many activities functioning at much less than an optimum level because of a lack of financial support. Cooperative education is no exception. If the program is operative, however, funds must be allocated to support it.

The operating budget of the college is the logical place to turn for the necessary funds for operating the program. When the regular annual budget for the institution is planned, funds for the co-op program should be allocated. Several objections have been raised to such a practice. Since the initial operation of the co-op program usually involves a limited number of students, some say "co-op is not carrying its own weight." One answer, which should only be used as a last resort, is "neither do many other programs." Examples of this can be cited at any institution. However, co-op can stand on its own merit and does not need to be "propped up" by

such tactics. A properly built case for co-op which is well presented should be adequate justification for its funding. However, in most instances this is NOT the case. Administrators are reluctant to cut another slice out of an already too small financial pie regardless of how well you may have prepared your case. It becomes necessary, therefore, in evaluating your institution to look for alternative sources of funding.

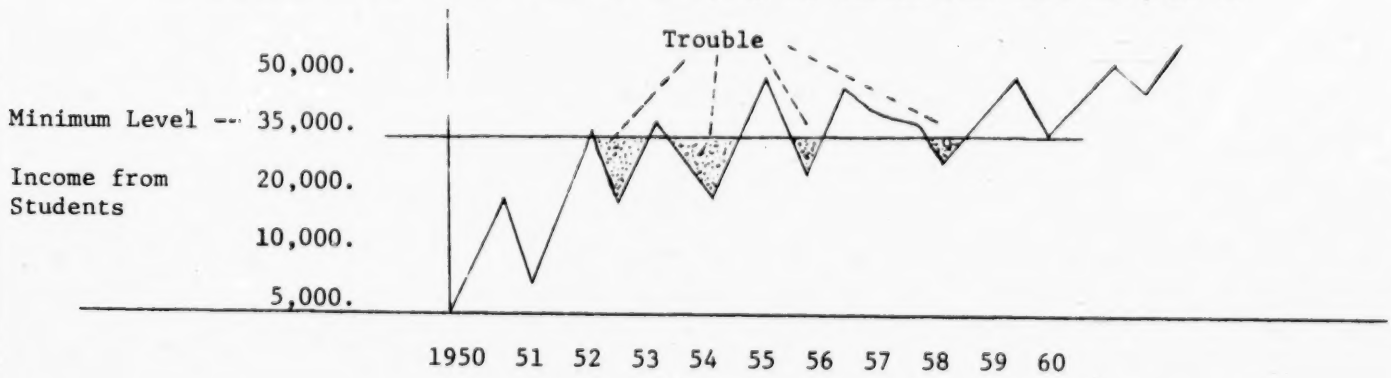
Federal funds are one source from which the necessary financial assistance may be acquired. Such funds, however, are not the most desirable. First, they are temporary and usually last for a maximum of three years. Second, they are uncertain from one year to the next. The instability of federal funds has a decisive detrimental effect on programs which are supposed to be on-going. Federal support should be looked upon as add-on money, or money over and above what is necessary to carry on the basic program. In looking for federal support for the cooperative education programs, no source should be overlooked. Title IVD is designed especially for support of cooperative programs. It is, however, not the only federal program which will fund cooperative education. Certain provisions of Title III of the Vocational Education Act and other federal programs will fund co-op. Certain federal programs designed to develop "innovations in teaching" or "instructional programs" will accept proposals that involve worthwhile cooperative education ventures.

State government may be enlisted to provide financial support for cooperative education. There are, on occasion, unrestricted funds provided the state by the Federal government which might possibly be used for co-op. The department of education might be interested in cooperating with your university by using co-op as an innovative or experimental instructive tool.

Business and industry is another possible source of funds to support the co-op program. Organizations, both large and small, often see the value of co-op and are willing to make an annual contribution to support the program on a college campus. Care should be taken in soliciting these types of funds. If an organization is already contributing to your institution and their contribution is reduced as a result of supporting the co-op program, your administrators may raise an objection.

In a decentralized program individual departments (Engineering, Business, etc.) may establish a line item in their budget for co-op. Even in a centralized program each department may contribute to the operation of co-op.

Student fees are another source of funds, along with units earned for the awarding of academic credit. This should not be looked to as a basis for support of the program, however, since income from these sources would be small in the early stages of the program. Also, until a large number of students become involved, fluctuation of money from this source would be a hazzard to the program. The hypothetical situation below illustrates what could happen. When income from the number of students participating did not reach the $35,000 minimum level there would be trouble. Few if any institutions have a provision for carrying any excess over from one year to



the next. The point is that in your evaluation, do not place a great deal of dependence on students fees and credits to support the co-op program.

PERSONNEL

The question of personnel can be looked at from two standpoints. Does the institution presently have adequate and qualified staff or must personnel be brought in from outside the school? The likelihood of having a person or persons already on board who could assume the job it pretty good, but the likelihood of that person being well qualified is fairly remote. The decision must be made as to whether or not to train someone already on the staff, look for a person who has some experience, or employ a person and train them after they arrive.

In the area of personnel there should be some general qualifications developed. Since you are evaluating your present circumstances, specific details are not necessary. Such things as educational level, background experiences, etc. should be beginning to take focus. The topic of qualifications will be discussed at length later.

PHYSICAL FACILITIES

If a co-op program were established, where would it be housed on the campus? A properly operated co-op program requires at least (1) an office for the diretor; (2) a secretary's office and waiting area; and (3) ideally one or two interview rooms and some library space. Since much of the conversation that takes place in the offices is personal in nature, the offices should be private. In a proposal to establish a program it would be necessary to document where such space could be secured. In outlining the budget for physical facilities such things as heating, air conditioning,

lighting, telephone, office equipment, etc. should be itemized. Such items are important for use as matching funds in applying for federal grants. It is also important to be able to determine exactly what the program costs when budgets are planned.

GEOGRAPHIC LOCATION

Schools located in a metropolitan area would have much more flexibility than those in rural areas. In a highly populated area a school may have alternative, parallel and/or part-time programs. A rural school could most likely have only one program in which students worked or attended school on a full-time basis. The fact is clear, a school in a town of 5,000 or 50 miles from the nearest large city would have difficulty operating a parallel program. Travel budget for the rural school would be greater since job development and visits would be at a greater distance. Course offering would be different. Since students in a metropolitan school would likely work in the same town, they could take evening or night courses. The attitude of the students would likely be different. This would require a different approach to recruiting students.

GRADUATE SCHOOL

Graduate students in most cases cannot be handled as regular undergraduates. Consequently, regular program policies do not always apply; however, special policies may be written. Quite often the number of graduate students is small enough so that each can be handled on an individual basis. In terms of off campus practical experience graduate students are more like interns than regular co-op students anyway.

Strong efforts should be made to encourage participation of graduate

students in co-op. Many employers prefer graduate students and placement of a graduate student often opens the door for undergraduate co-ops. Also, a good experience by a graduate student does a lot to raise the image of the program. This does not mean that graduate students are better or gain more from the co-op experience. However, the practicality of the matter is that to many academicians their evaluation means more.

FACULTY/ADMINISTRATIVE SUPPORT
PRESIDENT/UPPER LEVELS
SOME RESISTANCE - WHY?
EXTENT OF ASSISTANCE

In the pre-planning stages much work is required to generate support for initiating the feasibility study. This was discussed at length in the first chapter. Actual evaluation of existing support is, however, quite another matter. To get faculty and administrators to say something is a good idea and should be done is one thing, to get active support is another. At this point in the evaluation it should be determined, as nearly as possible, what actual support you can expect from the various segments of the university or college. You, as the study director, should know by this time what will be required to make a program a success. You have not at this point decided on a specific plan of action, but you have set up alternative plans. A strong factor in deciding which plan to adopt will be the type of administrative and faculty support available.

With written specifications in hand, a rather extensive sampling of administrators and faculty should be undertaken. This should be done by personal vistis. Again, these are not the same as the previous survey. A very frank discussion of the various proposals and the support needed by each person is in order. Before each visit you should get your "ducks

in a row." Do not just say "we would like your support." Have some specific items you would like to recommend. Have a rationale for why you think this person can provide such support. Pad your list a little, but not too much. You are not going to get everything you ask for, so if some things are not agreed to you may get what you expected or hoped for anyway. Caution, do not pad your list with things you cannot defend. Once you have made your visits, leave a paper trail. In the form of a memo put into writing your conversation. A caution here is in order also. Be specific enough but not restrictive. Be sure you both understand how you will cooperate together and support each other, but always leave it open ended.

Some logical requests for support may include the following:

Administrators -

1. Personal endorsement - if they support the program they should be willing to say so. A written statement in some cases or a speech to faculty groups, seminars, etc.
2. Meeting attendance - administrators should agree to attend a conference or seminar on co-op at least every two years.
3. Contact person - An administrator is certainly not expected to develop co-op jobs. However, the prestige of his position puts him in close contact with many business and industry persons. A word to th on behalf of co-op is in order.
4. Special Problem Areas
   Registration - co-ops have to register while off campus, etc.
   Financial Aid - co-ops often need small loans, but need them badly.
   Athletics - tickets must be purchased to athletic events while on work assignment.
   R.O.T.C. - camps and special assignments must be worked out.

Faculty

1. Personal endorsement - Not all faculty will endorse co-op. However, those who do should do so in such a way as to encourage students to participate.
2. Employer Development - Almost all faculty, especially in professional areas, know persons in the field who might employ co-ops. This should not be on the basis "I'll keep this in mind and mention it if I get the opportunity." Positive action should be expected of faculty in job development. Such support must not be demanded but encouraged in a pleasant but forceful way.
3. Employer Visits - Faculty should visit students on the job. This would allow them to become more familiar with co-op and to evaluate the quality of job assignments.
4. Evaluation of student work assignments.
5. Special Problem - Registration, course offerings, etc.

Many other areas of support can be adopted. These should serve to stimulate thinking related to support.

In any evaluation areas of resistance are going to be uncovered. This point is made simply to suggest that these areas should be investigated thoroughly, the reason for their resistance determined, and a course of action to deal with them outlined. Some may be so "set-in" that the course of action will of necessity be to tolerate them. Other sources of resistance may be neutralized or by-passed. Under no circumstances should such cases by ignored. It might be that nothing more will be done than becoming aware of them and keeping an eye on them. One thing further, antagonizing them should be avoided at all costs.

DEPARTMENTS LIKELY TO PARTICIPATE
COURSE OFFERINGS
NECESSARY TEACHING STAFF
ALTERNATIVE APPROACHES TO COURSES

In evaluating your institution it is likely you will find that not all departments will initially participate in the program. This may be for a variety of reasons which we will not go into at this point. Such a circumstance, however, should be anticipated. The important thing is to determine those departments which will participate initially. How participation in the program will effect their activities must be determined. Looking at the various approaches that have been developed, the teaching staff may need to be altered. This does not necessarily mean more or less staff, but areas of concentration might change.

Another question which must be answered is "How will course offerings be affected?" Students on alternating programs must be able to get required courses which may become a greater problem as students advance and classes reduce in size. This is an area or problem often used by faculty to support their decision not to participate in co-op. This demonstrates a lack of initiative and imagination. If co-op is as worthwhile as those of us who are practitioners claim, there is certainly no reason why such a problem as numbers of students should prohibit introduction of a program. In most cases planning can reduce the problem.

Another means of reducing this problem, which should be considered in the evaluation, is alter approaches to offering courses. Students should be able to take courses by correspondence, take courses at an institution near their job assignment, take courses by individual study, take courses through programed text studies, etc. Each student should be counseled at the beginning of his co-op program regarding how he is to

complete his course requirements. Cooperation between the co-op office and his department should enable most problems in this area to be solved.

The evaluation must, however, accurately reflect the situation. If a department cannot or will not make provision for students to participate, the evaluation must reflect this fact.

CALENDAR
SEMESTER, QUARTER
CHANGE-OVER DATES
OTHER CO-OP SCHOOL CALENDARS

Seldom is co-op going to occupy a position which will affect the calendar of a school. It has been the case in a few instances. The calendar, however, must be a part of the evaluation. Since factors other than co-op usually determine the school calendar, such as quarter, semester or modules, etc. this discussion will be limited to factors to consider under your existing circumstances.

Students reporting back to school after a work term and those going to work must have a date around which to organize. This date also serves the school and the employer. In looking at your calendar this date should allow, if possible, time for returning and exiting students to have free days. The reasons for this are obvious.

Also important is trying to coordinate with other co-op schools. In working with other institutions it is much more convenient if the calendars are coordinated.

In your evaluation you should reflect what actual possibilities for making effective use of the calendar exist. If in reality changes can be made, when necessary, to accomodate co-op, those should be noted also.

STUDENT BODY NUMBER,
LIB. ARTS,
PROFESSIONAL,
MIXTURE OF BOTH
RECEPTIVITY

These areas of evaluation are not listed in their order of priority. In reality they are possibly equally important since none should be eliminated. Consequently, student evaluation is not last because it is least important.

As pointed out earlier regarding faculty/administrators this evaluation should go further than the survey. The number or size of the student body will certainly affect the implementation of the program. If things run true to past experience, and they may not, you can expect a small percentage of the students to participate initially. Even I conclude that 10 percent of 20,000 is greater in real numbers than 10 percent of 4,200. The point is that the number of jobs and the number of students to be worked with will vary with the size of the institution. Naturally the number of students will have an effect on the establishment of the co-op office.

The make-up of the student body will likely have as much or more effect on the program as the size. Under present conditions liberal arts students are much more difficult to place on paying co-op jobs than are persons in professional oriented disciplines. This means that more work time will be expended to place students in a heavily liberal arts school than a school with large business, engineering or technical programs. Obviously a mixture of both types of students would vary the work load. In any event, an evaluation must assess the expected number of participants and the various disciplines expected in the program.

General receptivity to co-op must also be determined. Addressing classes,

special groups, and holding interviews will assist in making this determination.

CONCLUSION

The items mentioned here are not meant to be all inclusive nor is it suggested that everything discussed is absolutely necessary. It should be understood, however, that an evaluation of your institution is essential prior to implementing an effective co-op program. There will be enough problems to solve which you did not anticipate, even after an effective evaluation. If you do not evaluate properly you will spend more time "mending fences" and "building bridges" after the program is started than you will actually carrying out the program.

Your Institutions Evaluation

STUDY DIRECTOR
Committee
Consultant

Specifications For Alternative Program

At this point you have completed both a thorough study and evaluation of your institution as well as specifications for alternative programs. Decisions must now be made based on your investigation as to what will work best in your institution. Several meetings might be necessary to accomplish this task. First, the study director should carefully and logically lay out the institutional evaluation and the specifications for the alternative programs. With the help of a consultant (maybe) each alternative should be compared with the institution itself. Pluses and minuses for each should be clearly stated and documented. When this has been done (one format illustrated below) a presentation should be made to

INSTITUTIONAL EVALUATION

1._____

A._____

B._____

1._____

2._____

II._____

A._____

B._____

C._____

* PLAN 1

Pluses:

1._____

2._____

3._____

4._____

Minuses:

1._____

2._____

3._____

*Insert plan II, III, IV, etc.

Conclusions and Recommendations:_____

_____.

the Co-op Committee. Based on the presentation and discussion of the

director, committee, and consultants, a program should be selected which is best suited to the needs and capabilities of the institution.

Decide On Immediate And Long Range Goals

Once a plan has been decided upon, immediate and long range goals must be formulated to fit your plan. This should be relatively simple since your goals were pretty well formulated in your original proposal and have become more solidified as you approach a final decision on a specific plan. At this point you simply put into writing specific immediate and long range goals that fit the plan you select. You may have to eliminate some of the goals you originally formulated if some factor involved in your investigation makes them impossible. On the other hand, you may wish to add some goals to your plan which you did not think of or thought were impossible.

Your immediate goals may simply be an outline of the program you wish to implement at a given date. Your long range plan may include: (1) Anticipated growth patterns, (2) disciplines to be included in the future, (3) personnel needs according to growth, (4) new programs planned, (5) etc.

If a thorough job has been done on the study, both immediate and long range goals should be defensable. Adequate data to support your goals should be on hand.

PRESENTATION OF PROGRAM TO ADMINISTRATION

With all the homework done a first class presentation of the proposed plan of action should be prepared by the study director.

Some suggestions on the presentation and on the outline of possible procedures seem in order. First of all be complete but fairly brief. Cover every phase of your plan clearly. Identify possible problem areas in each phase and offer suggestions for solutions. BE POSITIVE. Many presentations are made as if the person giving them is ashamed of his product. Always speak in terms of "when the program is implemented, this and that will result...." If you do not think it is important and you are not sure of yourself, no one else will be convinced either. Prepare clear and appropriate visual support. It has been said to get a message over to an audience, first tell them what you are going to tell them, tell them, and then tell them what you told them. Properly handled this is very true. The suggested outline provided below illustrates the proposal.

INTRODUCTION (tell them what you are going to tell them)

- Briefly review the history of the activity
- Give a brief outline of your presentation

PRESENTATION (tell them)

- Define Cooperative Education
- Describe values
  - Student
  - School
  - Employer
- Evidence of Support
  - Faculty
  - Students
  - Employers
- Programs at other similar institutions
- Complete description of your plan of operation
  - Immediate and Long Range Plans
    - Procedures

Budget
Staff
Physical facilities
Etc.

CONCLUSION (tell them what you told them)

Briefly restate your objectives
Recount major point of your plan
Answer questions

This presentation should result in a decision on the part of the administration to proceed with the establishment of a co-op program. Assuming this to be the case, immediate action is taken to implement the program.

YEAR II

IMPLEMENTATION

Introduction

Implementation of a program should not be too difficult if proper planning has taken place. Most of the activities related to implementing the program have been pretty well outlined in the planning stages, including both immediate and long range plans.

One note of caution is in order at this point. It is as important to have a definite plan of operation during implementation as in the planning stages. A carefully ordered plan, with the necessary flexibility, should be followed as the program develops.

As indicated earlier regarding the planning stage, the items identified in the implementation stage are not necessarily in absolute order of occurence nor are they "lock step." Some of the steps may be changed completely, omitted, or carried on at the same time.

BUDGET

Within certain reasonable limitations the quality and productivity of your program will vary directly with the budget. A small inadequate budget will result, in most cases, in an ineffective program. It should be understood that co-op is a relatively expensive program in its formative stages. Properly operated the investment in the program during its early stages will be revamped in later years. Administrators should understand several often misunderstood facts:

1. Co-op is not an immediate cure for the financial ills of the school or its students. In the long run it will effectively reduce both problems.

2. Co-op will not support itself financially in the formative stages.

3. The program will not flourish without adequate financial support.

While a budget will vary from school to school and from one area of the country to another, a suggested budget is given below with some rationale for each category.

Administration (Salaries)

Director	$13,000 to $18,000.
Secretary	5,000 to 6,500.
Part time Assistant	1,500 to 2,000.

The director's salary will depend on several factors such as the school's ability to pay, his qualifications, etc. Attempting to recruit the type of person needed to carry out a co-op program should demand the minimum salary listed above. Note qualifications sections.

The secretary must be a full time person and should be paid a salary commensurate with her skills.

Part time assistance is very important. Routine tasks such as preparing mailing lists, putting up posters, errands, etc. that are required should be done by someone other than the secretary or the director.

Travel

Recruitment of jobs, attendance of conferences, faculty visits, etc.	$4,000 to 6,000.

The travel budget will depend to a large extent on the location of the school. It may be considerably less than the above figure if the school is in a metropolitan area. The budget should allow for the director to send faculty members to visit students on the job.

Other

Telephone, Postage, Printing

Duplicating, Office supplies, etc. $8,000 to 13,000.

Telephone and postage are important items. The office will be mailing to high schools, employers, colleges, etc. The phone will be an indespensable tool for communicating with employers and developing new employers. A rather liberal amount of money should be allocated to these categories. During the formative stages a rather large amount of money will be expended on publications. A student handbook, a publicity brochure, handouts etc. will all need to be prepared.

Other items such as office supplies and equipment will depend on the individual institution.

Conclusion

An operating budget, including salaries, of thirty to forty thousand dollars is not out of line. The statement made earlier regarding adequate support should be remembered. The case for adequate support is going to be won or lost in the feasibility study presentation. MAKE YOUR CASE.

DETERMINE QUALIFICATIONS OF STAFF

Since cooperative education is expanding so rapidly, quite often those establishing qualifications for director and other staff members have little knowledge of what is expected of these persons. The result is that qualification requirements are unrealistic or almost non-existent. Once again, the value of the planning stage is demonstrated. The planning director and committee should have become adequately familiar with co-op to write realistic qualifications for the co-op staff.

The first qualification for the director I suggest will probably be highly disputed. I feel he/she should have at least a masters degree. Regardless of whether we like it or not cooperative education exists in a "degree conscious" community. It can be argued that a person with less than a masters degree can do as well or better than a person with a masters or even a doctorate degree. You will get no argument from me on this point. If, however, co-op is to compete with the other segments of the academic community it must put on a "good show." Like it or not, that is the rule of the game. So much for the degree requirement.

Should the director's undergraduate and masters degree be from any particular area? The arguments have been so diverse that I will not attempt to present them. I personally feel that it really does not matter a great deal. The argument that only engineers can coordinate engineers and liberal arts, liberal arts, etc. is rather ridiculous. For what it is worth, I will state my preference: An undergraduate degree in one of the professional areas; and a graduate degree in administration or

counseling. The director must be able to administer his program, budget and personnel. He must also deal effectively with students. He cannot and should not be expected to be a professional counselor. Any serious problem requiring the services of a professional counselor should be referred to the counseling service on campus or a doctor.

I mention that it would be desirable to have an undergraduate degree in one of the professional areas. This is related to my next qualification. I feel that a person should have some experience in the professional world. In his role as a counselor the director will be asked to discuss what it is like in the world outside the college community. It is necessary to relate to the professional world. A person who has been in a college all of his professional life is somewhat limited.

We are talking about ideas so let's go all the way. It would be desirable if the person also had some experience in a college setting other than as a student. An awareness of the "academic games" gained through working as a faculty or staff member would be helpful. A person should be articulate in dealing with college people, from the president down or up depending on how you look at it, business executives, personnel directors, laborors, students, etc. An ability to communicate ideas is absolutely essential.

A final quality or qualification which is very difficult to ascertain is that of genuine interest in students. Cooperative education is a people business. A real desire to be of service is extremely important. This may sound a bit like "motherhood, apple pie and the flag" but it is important. I am not suggesting that this quality is peculiar to co-op, only that it is especially important in this area. The co-op director must be willing to go beyond the 8 to 5 day if the program is to succeed.

It is not likely that any one person will possess all those qualifications. You may not even desire a person who possesses these qualities. The important thing is to think through what you expect the director to do, write down the qualities you feel a person needs to perform the expected duties, and then look for the person who most nearly meets your needs. See Appendix 13 for additional information on qualifications of staff.

The qualifications of the assistant director or coordinator should be basically the same as the director.

The secretary/receptionist in the co-op office is a VERY important person. She/he is in constant contact with students, employer representatives and school officials, both by phone and in person. Consequently, this person should be able to meet people and converse well with all types of people. Students are especially sensitive to the reception they get in an office. The secretary should enjoy students and make them feel as if they are welcome in the co-op office. This may sound a little strange, but how the students are first received makes a lot of difference in whether or not they return. The normal typing, shorthand, and office skills are assumed.

As mentioned earlier, know what you are looking for and strive to obtain a person or persons who most nearly meet your requirements.

Since staff personnel really determine whether or not a program succeeds, a couple of suggestions are in order. Avoid at all costs putting someone in to "handle" the co-op program who happens to be an "excess" person on the faculty or staff. This very often happens when federal money is available. Rather than going out and finding a qualified person, some "excess baggage" is put to use. While occasionally a person like this

will do a good job, most often you insure a quick demise for the program. Another problem to avoid is that of assigning the co-op person other duties. If a program is going to succeed a person must be able to devote full time to it. When a co-op director cannot find enough to do to keep very busy, you have very likely selected the wrong person.

SELECTION OF STAFF

The actual selection of staff would follow normal procedures such as announcing the position, reviewing credentials of applicants, calling three or four to campus for interview and final selection. The actual process would naturally be an individual matter of concern with each institution.

One suggestion, as nearly as possible, deal in specifics when talking with a prospective employee. Be specific as to the job requirements, potential advancement in salary and position, etc. Obviously, some things cannot be nailed down completely, but if certain things are uncertain, say so! Everyone should enter a job agreement with their eyes wide open.

PREPARATION

OF

STAFF

When a person is brought on board, he should be afforded a certain amount of time to prepare himself to begin work on his duties. Too often schools expect a person to begin to "produce" immediately. Consequently, the new employee begins to madly dash about, "flailing and gasping" like a person in deep water who cannot swim. Usually the wasted effort and lost time caused by guessing is far greater than a few weeks of intense orientation and training. Naturally the time required will vary with the background of the person employed.

A person who is new to cooperative education should take advantage of several types of learning opportunities.

1. WORKSHOPS

   Several co-op training centers exist throughout the United States. These centers offer week-long workshops to train coordinators and directors of co-op programs. Three centers presently exist that offer workshops throughout the year:

   Southeastern Training Center
   Board of Regents
   107 West Gaines St.
   Tallahassee, FL. 32304

   Mid-Atlantic Training Center
   Virginia Polytechnic Institute & State Univ.
   Blacksburg, VA.

   Midwest Center
   University of Detroit
   Detroit, MI

   Other institutes, such as Tuskegee Institute, Tuskegee, AL offer workshops on a periodic basis. The U. S. O. E., Division of

College Support should be consulted for further information.

2. SEMINARS

Some institutions host brief seminars on co-op. Your institution might well organize a seminar and bring in some outside consultants to instruct.

3. CONSULTANTS

There are some "vultures" who sit perched about waiting to smell out easy federal money. Be careful to invite the people you wish to offer advice. If you have federal money or are spending your own, do it wisely. Directors or staff of successful programs of co-op are usually your best bet. In the beginning you need sound advice to get you off the ground. Flamboyant, exotic, wild ideas or "innovations" may come later but first get firmly established. Excellent consultants who will assist you in developing a program to fit your institution are readily available. Seek them out, do not be sought out by some fly-by-night guy with outlandish promises that cannot possibly work.

4. CONFERENCES

The annual CEA/CED conference is a very valuable place to learn and to meet people. Several regional meetings are held throughout the country. A call to one or more co-op schools will enable you to find out when and where these are held. The American Society for Engineering Education Conference held every summer is also a good learning source.

5. VISITS

The new director should spend time visiting schools with co-op programs. Visit all kinds and sizes of programs. Gather all the ideas you possibly can. Use the ones that fit your program and discard the others.

There may be other type experiences a director may wish to engage in prior to actually starting the work of putting the program on-the-road. Those mentioned above are a good start.

I might add that it is important to have the secretary of the program take advantage of many of these experiences also.

DEVELOPMENT

OF PROGRAM POLICIES

AND PROCEDURES

A great deal cannot be said about specific policies because they will vary from one institution to another. There is probably no single factor more important than having well designed program policies. They should be written down and adhered to as nearly as possible.

At this point I will simply identify some areas in which policies should exist. You may not need all the areas or you may certainly have much more extensive needs.

1. ADMISSION

   Students who are interested in co-op should be asked to apply for the program. Minimum standards should be established for admission to the program. Even if you accept everybody who is in good standing with the college, you should state this in your policies. If, however, you have minimum grade, academic disciplines, etc. you should have these spelled out.

2. MARRIED STUDENTS

   Can they co-op? Are there special concessions made for the married students?

3. R. O. T. C. STUDENTS

   R.O.T.C. Summer Camp? R.O.T.C. meeting courses?

4. ALTERNATING SCHEDULE

   What type schedule will be offered? Do students go from one to the other?

5. EMPLOYER RELATIONS

   Placement procedures. Control of programs, etc.

6. MILITARY RESERVE

   Summer camp? Active duty or weekend, etc.

7. TRANSFER STUDENTS

   Do they qualify? Do they have to establish themselves at your institution? etc.

8. TERMINATION OF PROGRAM

   How is this done and for what reasons?

9. HANDICAPPED STUDENTS

   How will these students be placed? Are there limitations?

10. ACADEMIC REQUIREMENT

    After a person is on co-op, does he have grade requirements to stay on the program?

11. STUDENT/CO-OP OFFICE RELATIONS

    Registration, address of students, interviews, etc.

You may wish to alter, eliminate, or add other areas, but the important thing is to have your policies written and publicized so everyone will know where they stand. A note of caution, do not write yourself into a corner. Make your policies flexible enough that you have room for extenuating circumstances. On the other hand, do not be so flexible as to make your policies meaningless.

A variety of procedures which might be useful in the operation of the program will begin to develop. If you follow true to form you will find that procedures will become more numerous and sophisticated as the program continues. If you are not careful, you will get so "bogged down"

in administration procedures that you will not really be getting your job done. Before adding a new "wrinkle," or procedure, be sure you honestly answer this question, "Will this really assist the operation of my program or will it just look good?" Refer to the appendix list for sample forms, where applicable, which may be used in carrying out various procedures.

1. APPLICATION FORMS & PROCEDURES - This is best done on a formal basis by having students complete an application form and notifying the persons in writing of their acceptance to the program. If you mail applications to high school seniors who have been admitted to your school, it is especially important to write acceptance letters. Naturally if you have minimum requirements you will also have to write rejection letters. (see appendix)

2. ADDRESS CARDS - In order to correspond with students, an address card should be completed every school term. Just asking students to keep their cards updated is not very effective. A simple 3 x 5 card and an alphabetical card file works nicely. (see appendix)

3. CO-OP GRADUATE INFORMATION - All students who complete the program should complete some type form so that you can collect data on your graduates. (see appendix)

4. APPOINTMENT SCHEDULES - Time is better organized and utilized if appointments are made with students. (see appendix)

5. WORK REPORTS - These should be required of all students returning from work assignments. They are excellent to circulate to faculty to give support for co-op. Have students fill out reports in duplicate, keep one in the files and send one to faculty.

6. CERTIFICATES - It is nice to give awards to students upon completion of requirements for the program. A very nice thing to do is to have awards made up to match the regular school diploma. (see appendix)

7. POST TRAINING INTERVIEW - This should be a requirement of all students. Work reports and supervision evaluations should be in the coordinators hands so that they might be discussed with the students. (see appendix)

8. SUPERVISOR EDUCATION - Evaluation should be required. A form adopted by the Cooperative Education Association is very adequate. (see appendix) These should be mailed to employers prior to the end of a work term and the employer should complete them, discuss them with the student and return them to you prior to the beginning of the next term of school.

9. HOUSING INFORMATION - The co-op office might find it convenient to keep information on housing. This really depends on how much a problem students have in locating adequate housing. (see appendix)

10. AGREEMENTS, STUDENTS - Some institutions require students to sign various agreements with the program, with an employer, etc. These are certainly not legal contracts but are often useful. (see appendix)

11. PERSONAL INFORMATION - An initial interview is made much more useful if the student provides certain information. This information is also very useful in placing him in the proper co-op job. (see appendix)

12. SCHEDULE PLANNING - It is useful to sit down with a student and map out his alternating schedule and an appropriate date of graduation. (see appendix)

13. ACADEMIC CONTROLS - If you establish a minimum grade requirement

you will need an administrative procedure. You might establish a warning (poor grades once), probation (continued poor grades), and drop (unacceptable academic level).

Many other procedures and forms are necessary for the operation of a program. These are intended to stimulate your thinking on the subject.

STUDENT CULTIVATION AND RECRUITMENT

To the surprise of many it is more difficult to recruit students than employers. This is true in most cases. One of the major problems is communication. It is a tremendous task just to get to see students, but the problem is compounded by the fact that a new audience appears every fall. A few activities used to recruit students will be discussed at this point.

MAILINGS TO HIGH SCHOOL STUDENTS - This point illustrates the importance of cultivating the friendship of other offices on campus. Get your admissions office to give you the names of students who are admitted to your school. When a student is admitted, send him/her a co-op brochure and application. During the summer, prior to the fall term, send each person who has returned an application to you a card inviting him to a co-op orientation session the first week school starts. This process gives you some students with which you can work while continuing your recruiting.

PRE-COLLEGE COUNSELING - Another illustration of needing cooperation of other offices is the registrar. Most schools now require entering freshmen to attend a several day session during the summer. Get a few minutes to talk to them about co-op. Do not be "conned" into letting some-one pass out brochures for you or announcing that interested persons go to some meeting. Your program is important enough to get a slot to talk to the entire group.

MAIL PUBLICITY MATERIALS - Make posters for high school bulletin boards. Send information to high school counselors.

RADIO, T.V., NEWSPAPER - Many public service announcements will be made if you send them to Radio and T.V. Get invitations to local "talk" shows. Get stories of students in local newspapers.

STUDENTS - Send students to talk to high school graduating classes.

POSTERS - Bright, well done posters should be placed in strategic locations on campus. They should be changed often.

TALK TO CLASSES - Most professors are willing to give a few minutes of their class time for your talk on co-op. Be brief.

STUDENT ORGANIZATIONS - Various clubs, honor societies, fraternities, sororities, etc. are usually eager to have guest speakers. A co-op student is often good to speak to such groups.

LETTERS - Students in special areas may respond to a personal letter. The time factor makes this rather limited.

SEMINARS - Holding small seminars or group discussions around campus at various times may prove effective.

Recruiting students is something that cannot be done and then forgotten. It is a never ending process. The ideas mentioned above as well as many of your own must be carried on daily by the co-op office.

EMPLOYER

CULTIVATION AND

RECRUITMENT

Recruiting employers is just as never ending a process as student recruitment. Many of the procedures are similar in employer recruitment. The same problem, communication, exists with employers as with students. One point should be made prior to a discussion of employer recruitment and that is that nothing can replace the personal visit in developing employers. I will discuss several methods of contacting employers, but unless you make a large number of personal contacts you will not get very far.

VISITS - As already mentioned, personal visits are essential in recruiting employers. Some question whether a mailing prior to the visit is essential. In most cases I prefer to set up an appointment by phone and start from scratch with an employer. A letter of introduction, however, might be most effective for you.

In visiting with an employer have a brief but complete presentation of your program. It is most effective to have some small visual aids. You can make a good presentation using a three ring binder. Make a picture, chart, etc. for each point you wish to make.

During your visits be brief. Most businessmen do not have all afternoon to talk with you. Before your presentation, take a few minutes for small talk. Try very hard to determine something in which he has a high interest. (local football team, fishing, etc.) During the visit and at strategic points later, use this to develop a closer relationship. Follow every visit with a "thank you" letter. This is not only courteous

but it impresses your visit on his mind.

You most usually start with a personnel officer. As quickly as possible get the personnel officer to get you an audience with the president or vice-president or someone who makes top level decisions. If you do not you will have to depend on the personnel man to sell your program. If he is enthusiastic you are o.k., but if he is not you are sunk.

Follow up every request made by the prospective employer quickly and completely. Too often co-ops and other persons let things drag by without giving them their attention.

Sell cooperative education to an employer on the basis of what it can do for him. NEVER leave the impression that he is doing you, your school or the student a favor by participating in co-op. If co-op cannot be sold on its own merits it should be forgotten. Properly operated a co-op program is a sound investment upon which an employer can expect a substantial return.

LETTERS - Writing to recruit employers is a very weak tool. As stated earlier letters may serve as an introduction but will not result in actually engaging many employers. A well written letter may stimulate interest, but it must be followed up by a visit.

CONFERENCES - When attending a conference you should get a register and look up prospective employers. DON'T BUG EMPLOYERS AT THE CONFERENCE! This is one reason many of them stay away. Talk with them about their programs and suggest you would like to visit them at a later date. Give them your card and write a letter when you return to your office. Do not ask them to commit themselves to take your students or other such questions.

A conference is a place to get acquainted, the office is the place to discuss placement of students.

OTHER SCHOOLS - Few schools will furnish you a list of their employers. This is reasonable since the employers may not wish this to happen. Also, their employers are developed through hard work. However if you have a particular problem area, say with a particular discipline on placing a student in an area far removed from your campus, call another co-op director. Most of them will help.

CLUBS AND ORGANIZATIONS - Lions, Rotary, Chamber of Commerce, etc. are usually very willing to let you put on a program for their members. Most people in these type organizations are in responsible positions in local business.

ALUMNI - Almost every institution of any age at all has alumni in business and industry throughout the U.S. This is one place where you may wish to appeal to ones loyalty to the old alma mater. If he/she cannot make a decision to start a co-op program, at least he/she may provide you an entree to the company officials.

INTERVIEW AND SELECTION OF STUDENTS

As has been mentioned repeatedly, the activities of this process are not isolated "lock step" events. Several of them may be going on at once and some may have begun prior to their appearance on the chart. This is certainly true with regard to interview and selection of students. During the development of program policies, recruiting of employers and students and interviewing students should have been taking place. At this point in time, the latter part of year two, the interviews will become more specific with regard to the actual job assignments in which students will be placed.

A brief description of at least one interview procedure appears in order at this point. First, if the student has not previously been oriented to the program he should be thoroughly informed of the general nature of cooperative education and specific program policies. He should also be made aware of what he can expect to gain from participation in co-op. Such an interview should take thirty to forty-five minutes. The interview should be concluded with a brief discussion of the student's personal goals, (career and/or college major.) Let us assume at this point that the student is interested in co-op but that he is not too sure about his academic major or career field. A second interview is then arranged. DON'T TRY TO DO EVERYTHING IN ONE INTERVIEW! At the second interview a general discussion of undergraduate majors and careers which relate to them is appropriate. You are (that is usually) not a career or academic counselor so do not try to act like one. This session is just to begin the students thinking process. At the conclusion of this second

interview the student should see the counseling office for testing and further counseling. He should talk with professors and professional persons if they are available. By the third interview the student should have begun to formulate some sense of direction. This is really all the co-op coordinator needs. At the third interview the coordinator can begin to discuss career opportunities available and the student begins to narrow down the various areas as to the one or two which seem most suited to the student's interests, needs and qualifications. At this third interview, there could begin a discussion of the type companies the student might likely be employed in as a co-op. This third interview might end by sending the student to your files, the library or other sources to become informed about one or even several companies which might possibly offer experience in the area he has chosen. The fourth interview begins the process of putting the student to work on a co-op job assignment. Assuming the student has decided on a company, (the company is an established employer of co-ops), you call on the company and send the student's resume to the personnel office. You may establish an interview for the student or let him do it himself. At this point you have completed the interview and selection of the student.

LOCATION OF ASSIGNMENTS AND FINAL ARRANGEMENTS

During the fourth interview you actually began the process of trying to match the student with a particular job assignment. NOTE: A good co-op coordinator does not just fill jobs with someone who might meet the written qualifications. The coordinator should attempt to evaluate beyond the stipulated requirements. This is admittedly a subjective evaluation and comes with experience. Example: A person interested in

"hands-on" practical engineering should not be put in a highly research oriented assignment, or a student who is obviously not suited or interested in a job which requires dealing with the public, should not be placed in an assignment in which he will be expected to deal with the general public.

Once you have everything pretty well "pegged" the student is sent to interview with the employer or if possible the employer comes to campus for the interview. The student interviews with the employer and decides for himself whether or not to accept the job. The employer explains the job requirements, the working conditions, the salary, etc. The employer should then send the student a written job offer (he may tell the student verbally he wants him and the student may accept the job verbally). The student should answer in writing. Copies of all correspondence should go to the co-op office for the student's file.

The last week of the school term, all students going to work should be called together for a "final briefing." This meeting allows you to be sure everyone has everything straight, report to work dates, where to report, to whom to report, registration, etc. This is a very valuable meeting and should be required of all students on the co-op program.

D-DAY

Your first student begins work. Your work has only begun.

APPENDIX 1

Application No. _____

APPLICATION

Date _____ I.D. No. _____

GENERAL

Name _____ Social Security No. _____
Last First Middle

Address _____ Phone _____
Present No. & Street City State & Zip

Address _____ Phone _____
Permanent No. & Street City State & Zip

Birth Date _____ Major _____ U.S. Citizen? _____
Month Day Year

Own Car? _____ Make & Year _____

Marital Status: Single _____ Divorced _____ Widowed _____ Married _____

Number of Children _____ Parents' Occupation _____

Father's Income _____ Mother's Income _____

EDUCATION

	School Attended / City & State	Dates	Major / Minor	Degree
High School				
College				
Other: Junior College, Business School, etc.				

Transfer student? _____ No. of transfer hours? _____ hours completed? _____

Which college subject did you like most? _____

Which college subject did you like least? _____

In which college subject did you receive your best grades ? _____

In which college subject did you receive your poorest grades? _____

Do you type? _____ W.P.M. _____ Other skills: _____

Total hours currently carrying: _____ Grade Point Average: _____

WORK EXPERIENCE

Employer & Address	Nature of Work	Dates	Reason for Leaving

HEALTH

Height _____ Weight _____ Eyesight (good, medium, poor) _____ Colorblind? _____

Hearing (good, medium, poor) _____ Any physical disabilities? _____

Have you any health problems that would affect the type of work you can do? _____

_____

General health condition: Good _____ Fair _____ Poor _____

INTERESTS

Your hobbies: _____

To what clubs or organizations do you belong? _____

_____

SELF-EVALUATION

In what kind of activities, work, etc., do you feel that you are not very good? For example: music, sports (kind), clerical or manual work. _____

_____

_____

In which do you feel you are good? _____

_____

_____

What other vocations are you considering at present? _____

_____

Did your father, mother, or other members of your family help you in making your educational plans? _____

If yes, who? _____

In making your vocational plans and considering Cooperative Education, did you discuss them with your parents?

Yes _____ No _____

With whom, other than parents, have you discussed your plans? _____

_____

Check one or more of the following areas in which you are interested:

_____ Accounting	_____ Education	_____ History	_____ Physics
_____ Art	_____ Engineering	_____ Home Economics	_____ Psychology
_____ Biology	_____ English	_____ Hospital Work	_____ Secretarial
_____ Chemistry	_____ Finance	_____ Marketing	_____ Sociology
_____ Child Development	_____ French	_____ Mathematics	_____ Spanish
_____ Computer Science	_____ Geography	_____ Music	_____ Transportation
_____ Drama	_____ German	Personnel	_____ Other List: _____
_____ Economics	Health & Physical	_____ Management	_____
	_____ Education	Political	_____
		_____ Science	_____

Would you like additional detailed information? Yes_____ No _____

YOUR VOCATIONAL AMBITIONS

In the space below, please indicate in a paragraph or two just what you would like to do as your life work. You may indicate more than one vocation if you so desire – in fact, as many as you like. If you have found it impossible to choose a definite vocation, or profession, course of study, college major, etc., please indicate those you have thought about, even though you may have thought them impractical.

_____

_____

_____

_____

_____

_____

COORDINATOR'S NOTATIONS

Date: _____

_____

_____

_____

_____

_____

_____

APPLICATION FOR COOPERATIVE EDUCATION PROGRAM Application No. _____

GENERAL INFORMATION Date: _____ Referred to: _____ (coordinator)

Name _____ Social Security No. _____
(Last) (First) (Middle)

Address _____ Phone _____
(Present) (No. & Street) (City) (State & Zip)

Address _____ Perm. Ph. _____
(Permanent) (No. & Street) (City) (State & Zip)

Date of Birth _____ Age* _____ Major _____

U. S. Citizen? Yes ___ No ___ Selective Service No. _____

Own a car? _____ Make & Year _____

Military service _____ Rank/rating _____

Working area geographical preferences _____
(Florida, Washington, D. C., etc.)

Placement preferred _____
(Quarter and Date)

Type of Placement preferred _____
(industrial, commercial, governmental agency, school system, etc.)

Check: Single ___ Married ___ Divorced ___ Widowed ___

Number of Children _____ Father's Occupation _____ Adviser _____

(Attach Photo Here)

(Applicants under 21 years of age must have approval of parent or guardian. See back of this application.)

EDUCATION

	School Attended	Type of Course	No. of units or credits	Average	Dates Attended	Diploma or Degree
High School						
College						
Other: Jr. Coll., Military, business, etc.						

Transfer student? Yes ___ No ___ No. of transfer hrs.? _____ Hrs. Completed _____

Which college subjects did you like most? _____

Which college subjects did you like least? _____

In which college subjects did you receive your best grades? _____

In which college subjects did you receive your poorest grades? _____

Senior Placement Score: _____ SAT: _____

Do you type? _____ WPM _____ Other skills: _____

Total Hours Currently Carrying _____ Total Quarter Hours Completed & GPR _____

*Applicants under 21 must have approval of parent or guardian.

WORK EXPERIENCE

Employer	Address	Nature of work	Dates

HEALTH

Height_____ Weight_____ Eyesight (Good, Medium, Poor)_____ Colorblind?_____

Hearing (Good, Medium, Poor)_____ Any physical disabilities?_____

_____

Have you any health problems that would affect the type of work you can do?_____

_____

General health condition: Good_____ Fair_____ Poor_____

INTERESTS

Your hobbies?_____

To what clubs or organizations do you belong?_____

_____

SELF-EVALUATION

In what kind of activities, work, etc. do you feel that you are **not** very good? For example: music, sports (kind), clerical or manual work, mathematics_____

_____

In which do you feel you are good?_____

_____

What other vocations are you considering at present?_____

Did your father, mother, or other members of your family help you in making your educational plans?_____

If yes, who?_____

In making your vocational plans and considering Cooperative Education, did you discuss them with your parents?

Yes_____ No_____

With whom, other than parents, have you discussed your plans?_____

_____

Check one or more of the following occupations in which you are interested:

_____Accounting	_____Engineering	_____Political Science
_____Architecture	_____Finance	_____Psychology
_____Biology	_____Hospital Work	_____Secretarial
_____Chemical Engineering	_____Marine Biology	_____Sociology
_____Chemistry (research, lab)	_____Marketing	_____Statistics (Math)
_____Commercial Art	_____Mathematics	_____Statistics (Business)
_____Economics	_____Personnel Management	_____Transportation
_____Education	_____Physics	_____Other_____ (list)

Would you like additional detailed information? Yes_____No_____

YOUR VOCATION AMBITIONS

In the space below, please indicate in a paragraph or two just what you would like to do as your life work. You may indicate more than one vocation if you so desire — in fact, as many as you like. If you have found it impossible to choose a definite vocation, or profession, course of study, college major, etc., please indicate those you have thought about, even though you may have thought them impractical.

_____

_____

_____

_____

_____

_____

COORDINATOR'S NOTATIONS

Date:_____

_____

_____

_____

_____

_____

_____

_____

_____
Coordinator

APPROVAL OF PARENT OR GUARDIAN

(All students under 21 years of age must have the approval of a parent or guardian when making application for the Cooperative Education Program.)

As a parent or guardian of the student making this application, I approve of the student being placed in the University's Cooperative Education Program whereby he (or she) alternates terms of academic study with terms of on-the-job work training assignment. I understand this alternating pattern will continue until the student reaches senior level as determined by the Director of the Cooperative Education Program. Where a student is placed late in his (or her) academic career, the student will be obligated to a minimum of two training assignments.

*S/_____
(parent or guardian)

_____
(street address)

_____
(city, state, and zip code)

_____
(phone number)

*Most students are placed outside the , many outside the state of . If the parent or guardian has any geographical limitation or other restrictions on where the student may be placed, this should be so noted in the "Remarks" area below.

REMARKS OF PARENT OR GUARDIAN:

_____

_____

_____

_____

_____

_____

_____

(Note: When on a Training Period a student is legally a full-time student)

Have you been accepted for admission to ?

Yes ( )

No ( )

CO-OPERATIVE EDUCATION PROGRAM APPLICATION

Please print in ink

Attach recent photo here

Name ..... Application Date .....
(Last) (First) (Middle Init.) (Mo. Day Yr.)

Permanent Home Address .....
(No. and St., or Rt. No.) (City) (State) (ZIP Code)

Tel. No. ..... Date of Birth ..... Place of Birth .....
(Mo. Day Yr.) (City and State)

U. S. Citizen ..... Church preference ..... Single ..... Married .....
(Yes or No) (Optional)

High Schools Attended Attendance Dates Graduation Date

.....

.....

(Give Standard Scores Only — Not Percentile)

ACT Test Scores — English ( ) Math ( ) S.S. ( ) N.S. ( ) Comp. ( )

College Entrance Board Tests (S.A.T. Only) — Verbal ( ) Math ( )

Previous College attended (if any) .....
(Name) (City and State)

When Do You Expect to Enter ? Summer ( ) Fall ( ) Winter ( ) Spring ( ) 19.....

Name of Parent .....
(Or Guardian)

Address of Parent .....
(Or Guardian) (No. and St., or Rt. No.) (City and State)

Father's Occupation ..... Employer .....
(Or Guardian's)

Mother's Occupation ..... Employer .....

What physical defects have you, if any? (Include serious illnesses or operations)

.....

Tentative curriculum preference: (Indicate 1st and 2nd choice)

( ) Aerospace Engineering
( ) Agricultural Economics
( ) Agricultural Engineering
( ) Applied Physics
( ) Architecture
( ) Aviation Management
( ) Business Administration
( ) Chemical Engineering
( ) Civil Engineering
( ) Education
( ) Electrical Engineering
( ) Industrial Design
( ) Industrial Engineering
( ) Journalism
( ) Mathematics
( ) Mechanical Engineering
( ) Metallurgical Engineering
( ) Pharmacy
( ) Physics
( ) Textile Chemistry
( ) Textile Engineering
( ) Textile Management
( ) Visual Design
( ) Other .....

APPENDIX 2

CO-OPERATIVE EDUCATION PROGRAM

NEW STUDENT INFORMATION

PLEASE PRINT:

NAME _____
LAST FIRST MID. INIT.

LOCAL ADDRESS _____

LOCAL TEL. NO. _____

CLASSIFICATION _____ CURRICULUM PREF. _____

Please notify the Office of Cooperative Education if you change your address during the quarter.

CO-OPERATIVE EDUCATION PROGRAM

RESIDENCE IN INDUSTRY

PLEASE PRINT DATE _____

NAME _____
LAST FIRST MID INIT.

Mailing Address
while at work _____

Telephone _____

City _____ State _____ ZIP _____

Home Address _____
NO. & ST. OR RT. NO.

City _____ State _____ ZIP _____

CO-OPERATIVE EDUCATION PROGRAM

SCHOOL OR LOCAL ADDRESS

PLEASE PRINT: _____ Quarter, 19____

NAME _____
LAST FIRST MID INIT.

Mailing Address
while at school _____

Tel. No. _____ Date _____

Please notify the Office of Cooperative Education if you change your address during the Quarter.

Co-operative Education Program

GRADUATING CO-OPERATIVE STUDENT

Graduation Quarter and Year_____

Full name (print)_____
(Last) (First) (Middle)

Permanent home address_____
(No. and Street) (City) (State)

Co-operative Program employer_____
(Name of Employer) (City) (State)

Accepted employment with_____
(Name of Employer) (City) (State)

Salary_____/mo. Curriculum_____ Approx. point average_____

If you did not accept employment with your co-op employer, what were the reasons?_____

_____

_____

Honors in school or in industry:_____

_____

_____

Do you feel your experience in the co-operative program has been of benefit in your preparation for a career? Yes _____ No_____

Please explain briefly:_____

_____

_____

Offer any additional comments you feel appropriate about the co-operative program. Include suggestions for improvement:_____

_____

_____

THANKS AND BEST WISHES IN YOUR FUTURE CAREER!

(P.S. Additional remarks may be added to the back of the sheet.)

APPENDIX 4

APPOINTMENTS FOR _____ DATE _____

	NAME	MAJOR
1:10		
1:30		
1:50		
2:10		
2:30		
2:50		
3:10		
3:30		
3:50		
4:10		

APPENDIX 5

COOPERATIVE EDUCATION PROGRAM

Please Fill In and Return

MID-TERM REPORT ON TRAINING PERIOD

Student _____ | Date

Registered for Training Period

Date reported for training period _____ | Social Security No. _____

Employer _____ | Rate of Pay _____

(Include division, area, office, etc.)

Hours per week _____

Major field of study at USF _____ | From _____ a.m. to _____ p.m.

Nature of your assignment in some detail _____

Immediate supervisor is now _____ Title _____

Do you plan to live in a residence hall on return to campus? No _____ Yes _____

Do you feel your assignment to date has helped you understand your field of interest (your major) any better?

No _____ Yes _____ Currently enrolled in a course? No _____ Yes _____

If yes, list the course _____ Independent Study _____ Class attendance _____

(Number and Name)

Extension _____ Other _____ Do you know the procedure for taking the exam?

(Explain)

Yes _____ No _____ Explain, if you care to, and add any other additional comments concerning your assignment, working conditions, housing, recreation, etc.: _____

(Use other side if more space is needed)

Please Fill In and Return

COOPERATIVE EDUCATION PROGRAM

TERM REPORT ON TRAINING PERIOD

Student _____ Soc. Sec. No. _____

Total credit hours to date _____ Major _____ Employer _____

Student's address _____
(During coming study period) (Street) (City) (State) (Zip Code)

Personnel Officer _____

Supervisor _____

Nature of Assignment (explain in detail) _____

_____

_____

_____

_____

_____

_____

Date assignment started _____ Date training period ends _____

Rate of Pay _____ Gross earnings for entire period _____

Completed course _____ By: Class attendance _____, Ind. study _____
(Number and Name)

Ext. _____, Other _____

Suggestions how you might have a more successful experience your next training period (Can the Cooperative Education Office or your Employer help?) _____

_____

_____

_____

_____

_____

On the back of this page, in 150 to 250 words, please give us some remarks as to your views of your experience on this "training period." Did you feel it had educational and/or training valus? Discuss as fully as you like.

Please type or print

Co-operative Education Program

STUDENT WORK REPORT

Fall, Winter, Spring, Summer., 19____ Curriculum _____
(Circle Quarter worked)

NAME _____ DATE _____
(Last) (First) (Mid. Init.) (Mo.) (Day) (Yr.)

EMPLOYER _____ LOCATION _____
(City) (State)

DIV. OR DEPT. _____ SUPERVISOR _____

WORK QTR., NO. _____ SALARY $_____ PER _____

Did you take any courses for credit while at work? _____ What? _____

Describe briefly the general nature of your work and mention any specific duties or responsibilities assigned to you, any values you gained through this experience, and any suggestions for improving the assignment.

APPENDIX 6

UNIVERSITY OF

is awarded this Certificate as evidence
of satisfactory completion of the requirements
of the:

UNIVERSITY OF
COOPERATIVE EDUCATION PROGRAM

Awarded at

MAY 13, 19

Vice President for Academic Affairs

President

APPENDIX 7

COOPERATIVE EDUCATION PROGRAM
POST–TRAINING INTERVIEW FORM

DATE _____ GRADE _____

COORDINATOR _____

A MAJOR

TRAINING PERIOD NUMBER 1 2 3 4

B FINANCIAL DATA GROSS EARNINGS

NET SAVINGS

TRANSPORTATION FROM/TO CAMPUS

LOCAL TRANSPORTATION/MONTH

APARTMENT/MONTH

UTILITIES/MONTH

FOOD/MONTH

OTHER/MONTH

C SEX MALE FEMALE

GRADE POINT RATIO

PROGRESSING SATISFACTORILY? YES NO

COUNSELING REFERRAL? YES NO

MARRIED? YES NO

LIVE AT HOME, TRAINING PERIOD YES NO

EMPLOYER EVALUATION (OF STUDENT) O VG A+ A A- M U

D EVALUATION OF SUPERVISION (BY STUDENT) VERY SATISFIED NOT

RELATIONS WITH FELLOW EMPLOYEES VERY GOOD AVERAGE POOR

E STUDENT SATISFACTIONS: JOB TRAINING VERY SATISFIED NOT

WORK ENVIRONMENT VERY SATISFIED NOT

COMMUNITY LIVING VERY SATISFIED NOT

COMMUNITY PARTICIPATION MUCH SOME NONE

EXAMPLES: MUSEUMS ART GALLERIES

TOURS LIBRARIES

CONCERTS LEGITIMATE THEATER

SOCIOLOGIC ACTIVITY POLITICAL ACTIVITY

EDUCATION ACTIVITY PROFESSIONAL ACTIVITY

DRAMATICS ACTIVITY CHURCH ACTIVITY

EMPLOYER CLASSIFICATION: PRIVATE PROFIT NON PROFIT

GOVERNMENT LOCAL STATE FEDERAL

GEOGRAPHIC LOCATION LOCAL STATE SE NE MW SW NW

COMMUNITY SIZE 50,000 50-100,000 100,000-1/2MIL 1/2MIL-1MIL 1MIL.+

FORM 8001–9/68 IBM HA0478

G BENEFITS OF TRAINING TERM:

FINANCIAL AID	PRACTICAL EXPERIENCE
INCREASED CONTACTS WITH PEOPLE	INCREASED FIELD KNOWLEDGE
JOB OFFER AFTER GRADUATION	NEW METHODS, PROCEDURES
INCREASED MATURITY, CONFIDENCE	ASSOCIATION WITH PROFESSIONALS
MANAGING TIME AND MONEY	CHARACTER DEVELOPMENT
STRENGTHENED INTEREST IN MAJOR	SUPERVISE/TRAIN OTHERS
LEARNED OF WEAKNESSES	REDUCED INTEREST IN MAJOR
TRAVEL/CULTURE EXPERIENCE	LEARNED OF STRENGTHS
	RESPONSIBILITY, CHALLENGE

H. HOW TRAINING COULD BE IMPROVED NEXT TIME

MORE WORK IN MAJOR	MORE CHALLENGE, RESPONSIBILITY
MORE FORMAL TRAINING	SPECIFIC WORK ASSIGNMENTS
CHANGE OF ASSIGNMENT	BETTER PAY
BETTER SUPERVISION	MORE COMMUNICATION, EMPLOYER
LONGER TRAINING PERIOD	OTHER (SPECIFY ON REVERSE)

I. COURSE TAKEN YES NO COURSE TITLE (SPECIFY ON REVERSE)

HOW TAKEN? EXAM CORRES INDP. STUDY CLASS ATTEN.

GRADE A B C D F X

IF NO COURSE, WHY NOT?

TOO BUSY	
OVERTIME PROBLEM	COMMUNITY ACTIVITIES
NOT COUNT, GRADUATION	OPPOSE CORRESPONDENCE COURSE
NEEDED ACADEMIC REST	OTHER (SPECIFY ON REVERSE)

J. ANY COMMUNICATION PHOBLEMS WITH CAMPUS? YES NO

CONFLICTS IN SCHEDULING COURSES? YES NO

COURSES YOU COULD NOT GET. YES NO

EXPLAIN YES ANSWER ON REVERSE

K. IDENTIFICATION NUMBER

L. DATE OF TRAINING TERM.

ADDRESS – PHONE, STUDY TERM

RETURN NEXT TERM? YES NO

M. ATTENDANCE:

DAYS ABSENT _____ SICK

LEAVE EXCUSED PERSONAL OTHER

DAYS LATE _____ OVERSLEPT TRAFFIC

WEATHER OTHER

TRAINING TERMS REMAINING IN PROGRAM?

TOTAL CREDITS TO DATE CREDITS THIS TERM

IF STUDENT NOT RETURNING NEXT TERM, PETITION MUST BE COMPLETED.

EMPLOYER _____

84 NAME: _____

CEA/1

MAJOR INSTRUCTIONS FOR USING COORDINATOR'S INTERVIEW FORM

[illegible] form (CSAV 1) will hopefully be an instrument from which a wealth of research can be obtained.

It can be used by schools to evaluate their individual program. Also, we would like to have several schools to use the form so we can compare one school with another or do research on a national level. If this is to be accomplished, however, we need to set some guidelines so that we get approximately the same information from the students.

It is very possible that after the form is used, the schools that use it will want to make revisions on the form, and we will welcome any comments.

In the meantime, the following should be helpful.

In completing the Coordinator's Interview Form, there are several things that should be kept in mind:

1. Should use #2 soft pencil.
2. Form should not be torn or stapled.
3. Gridding should be neat and no marks should appear in the black marks in the right-hand margin. All erasure marks should be complete.
4. The number that corresponds to the gridding should appear in the boxes to the left in Sections B and K.
5. In any instance where a three-digit number is used and there is the possibility of using four digits, a zero should be gridded in front of the number. For example: Gross earnings of $985 should be recorded and gridded as $0985.
6. Section L and M are not computerized and should be used as the individual school sees fit.

A. The following is the coding system for denoting majors in Line 1 of Item "A," one grid mark may be made on the left (0-4) and one on the right (5-9). So, if the code for a major is 25 the 2 and 5 can be gridded in that line. *

0 - Agriculture
1 - Architecture
2 - Biological sciences
3 - Business and commerce
4 - Computer science and systems analysis
5 - Education
6 - Engineering
7 - English and journalism
8 - Fine and applied arts
9 - Foreign languages and literature
05 - Forestry
06 - Geography
07 - Health professions
08 - Home economics
09 - Law, LL.B., J.D., or higher degrees
15 - Library sciences
16 - Mathematical subjects
17 - Merchant Marine
18 - Military, naval or air force science
19 - Philosophy
25 - Physical sciences
26 - Psychology
27 - Religion
28 - Social sciences
29 - Trade technology and industrial training

Training Period Number: Grid the one just completed by the student.

B. Gross earnings: This figure should represent earnings for the completed work-training term.

Net savings: This would be the amount saved before any expenditure for books, tuition, etc. on return to campus.

Transportation From/To Campus: Gas, oil, food going from campus to training location and back--at the beginning and end of the training term.

Local Transportation: Cost for gas and oil for day to day transportation while training, or bus, taxi or share-the-ride costs.

Apartment: That student's share of the expense only. If he is married, the full expense would be used. If student's spouse is also a co-op, one-half the figure should be used.

Utilities: Sometimes this is included in the apartment figure. If so, grid the zeros. If not, use only the student's share.

Food: This should be an estimate of the cost of any food eaten out or prepared at his apartment.

Other: This should include all other expenses, including tax and social security.

C. Progressing satisfactorily: Here we should take into consideration, (1) grade point ratio (must be 2.0 or better), (2) the employer's evaluation of the student, (3) student's grade of "U" or "S" if applicable, and (4) satisfactory number of hours completed to meet selective service requirements.

Counseling Referral: Should be marked "yes" only if you refer the student for some type of additional counseling.

Live at home, training period: If the student is married and is renting and apartment, he should be considered as "living at home."

Employer Evaluation: Should be the same as is marked on the standard evaluation form by the employer, example: Outstanding, very good, average, etc.

D. Evaluation of Supervision: Student should evaluate his supervision. If he had more than one supervisor, he should make an overall evaluation.

Relations with Fellow Employees: Student evaluates how well he got along with his co-workers.

E. Job training: Student should make an overall evaluation, example: was there enough experience in his major field, was it a challenge, did he get practical experience, etc.

Work environment: Should consider physical facilities, access to needed equipment, whether environment was clean, pleasant, etc.

Community living: Should consider the community as a desirable place for a co-op--whether there was adequate recreation, whether or not it was a safe community in which to live, were adequate apartments or living accommodations available. This is the community the student lives in if it is not the same as his working community.

Community participation: Did the student get involved or take advantage of things that were available in the community. This should not include movies, going out to eat, going to the beach, but more or less the examples mentioned on the interview sheet.

F. Geographic location: Local means the immediate area. State represents any place in the state in which the student trains. SE, NE, MW, SW, NW will be determined according to the enclosed map.

G. As student mentions the benefits, grid the corresponding one. (Choices may be viewed by student before he is asked to answer. He may mark from 0-5 of these.

H. This should be objective and not a situation where the student feels he must mark one or more--many will not mark any here. May mark 0 to all of these.

I. If information is given that does not appear here--write on reverse.

J. Any communication problems with Co-op Office or any other office on campus should be recorded. Write title of course on reverse.

K. Identification number may be a social security number or a student number issued by the university.

L. This should be dates for the past training term only. It is very important that we get proper address and phone number while the student is on campus. If they do not have a phone, have them give a number of someone who would know how to reach them.

M. Be sure petition is completed if student has completed, requests double study, change of employer, etc., if applicable.

*Source of Coding System: Department of Health, Education, and Welfare, Office of Education; Summary Report on Bachelor's and Higher Degrees Conferred During the Year 1965-66, Circular OE-54013A-66.

GFL/jg

COOPERATIVE EDUCATION PROGRAM

GRADE _____

Coordinator Interviewing _____ Date _____

COOPERATIVE EDUCATION INTERVIEW SHEET

Address and Phone during study period:

Name _____

Major _____

S.S. No. _____

Employer _____

No. of Training Period _____

Date of Training Period _____

Can you relate a few of the benefits you received from this training period that you feel justifies your participation in this type of program.

1. 3.

2. 4.

In what way(s) do you feel this training period could have been better or your training improved on the next work period?

How would you describe your supervisors? How was your work distributed to you?

Any problem in relation to communication with USF in any way?

Any problems in your academic scheduling? Conflicts? Courses you could not get?

COURSE _____
(Name of Course and No.)

Method Taken:

Grade:

Times Absent from Work _____

Reasons _____

Times Late _____

Reasons _____

Has completed program Yes _____ No _____

FINANCIAL INQUIRY

Gross Earnings $ _____

Net Savings $ _____

Housing $ _____ per _____

Food $ _____ per _____

Transport. $ _____ per _____

Other $ _____ per _____

Will return next training period:
YES _____ NO _____ *

*If answer is "NO" student and coordinator must complete supplemental f

APPENDIX 8

CO-OPERATIVE EDUCATION PROGRAM

Supervisor's Evaluation of Cooperative Student

Name _____ _____ Qtr., '19____

Work Period _____

Employer _____ Location _____

INSTRUCTIONS: The immediate supervisor will evaluate the student objectively, comparing him with other students of comparable academic level, with other personnel assigned the same or similarly classified jobs, or with individual standards.

RELATIONS WITH OTHERS

- ☐ Exceptionally well accepted
- ☐ Works well with others
- ☐ Gets along satisfactorily
- ☐ Has some difficulty working with others
- ☐ Works very poorly with others

ATTITUDE—APPLICATION TO WORK

- ☐ Outstanding in enthusiasm
- ☐ Very interested and industrious
- ☐ Average in diligence and interest
- ☐ Somewhat indifferent
- ☐ Definitely not interested

JUDGMENT

- ☐ Exceptionally mature
- ☐ Above average in making decisions
- ☐ Usually makes the right decision
- ☐ Often uses poor judgment
- ☐ Consistently uses bad judgment

DEPENDABILITY

- ☐ Completely dependable
- ☐ Above average in dependability
- ☐ Usually dependable
- ☐ Sometimes neglectful or careless
- ☐ Unreliable

ABILITY TO LEARN

- ☐ Learns very quickly
- ☐ Learns readily
- ☐ Average in learning
- ☐ Rather slow to learn
- ☐ Very slow to learn

QUALITY OF WORK

- ☐ Excellent
- ☐ Very good
- ☐ Average
- ☐ Below average
- ☐ Very poor

ATTENDANCE: ☐ Regular ☐ Irregular

PUNCTUALITY: ☐ Regular ☐ Irregular

OVER-ALL PERFORMANCE:

Outstanding	Very Good	+ Average -	Marginal	Unsatisfactory

WHAT ARE THE STUDENT'S STRONGEST ASSETS?

WHAT QUALITIES AND CHARACTERISTICS SHOULD THE STUDENT ESPECIALLY STRIVE TO IMPROVE?

This report has been discussed with student ☐ Yes ☐ No

(Signed) _____

(Immediate Supervisor) (Title)

APPENDIX 9

NECE-9, Series (5)
January, 1973

_____ COLLEGE

COOPERATIVE EDUCATION PROGRAM

Student Evaluation of Employer
(Please Print or Type)

Student _____ Academic Year _____ Term _____

Employer _____ City _____ State _____

Dates of Assignment: From _____ to _____

Job Title or Type of Work _____

GUIDELINES

This evaluation is in the interests of the employer as well as future students so we suggest:

1. Keep your emotions, which might be quite personalized, separate from your observations of people and processes.
2. The standard should be a composite of your personal experiences with other employers.
3. It would be reasonable for you to write a supplemental paper to elaborate these evaluations.
4. Make sure to discuss this with your supervisor; your supervisor should likewise discuss his evaluation of you.
5. If you are a part of a group, all working for the same employer, you might consider a group evaluation.

	RATINGS				
CRITERIA	HIGH	GOOD	AVERAGE	POOR	VERY POOR
Provides educationally meaningful experience.					
Provides changes in levels of responsibility consistent with student growth.					
Fellow workers are friendly and cooperative.					
Supervisory staff is reasonable, sincere, and fair.					

CRITERIA	RATINGS				
	HIGH	GOOD	AVERAGE	POOR	VERY POOR
Opportunities after graduation are.					
Employer is able to derive maximum use of student personnel.					

Please use another sheet of paper for additional comments in any of the above categories or other factors, qualities, characteristics not mentioned above.

Did assignment meet _____ exceed _____ or fall below _____ your expectations?

Would you accept this assignment for another period of cooperative employment?
Yes _____ No _____

Have you and the employer reached agreement about a return to this organization? If so, what is your understanding?

_____

_____

We will benefit by having you indicate an overall evaluation. Please circle the word closest to your judgement.

Excellent / Very Good / Good / Average / Below Average / Unsatisfactory

Signed _____ Immediate Supervisor or Personnel Officer

Signed _____ Student

Date _____

The evaluation will be of greatest educational benefit if it is discussed before departure for school.

APPENDIX 10

HOUSING QUESTIONNAIRE

Location of housing (address, city and state): _____

_____

Employer _____

Type of housing (apartment, room, efficiency, etc.) _____

If apartment, some description such as one- or two-bedroom, number of rooms, number of occupants, etc. _____

_____

Total rent--$_____ per month. Facilities provided: Kitchen_____, bath_____, linen_____, utensils_____. Utilities included in rent? Yes or no: _____, If "No," how much extra per month--$_____. How much rent must be paid in advance?--$_____. Is a lease required? Yes or no. _____. If so, for how long? _____.

Is apartment available for other co-ops coming to the area? If so, whom do they contact? (name, address, telephone number) _____

_____

General description of area--downtown, suburbs, etc. _____

_____

Shopping--grocery stores, clothing, etc.--distance from residence, costs in comparison with Tampa area (higher or lower or about the same) _____

_____

Distance to work, distance to local transportation and means of transportation to and from work: _____

_____

Comments on landlord: _____

Availability of social activity (theaters, parks, museums, bowling alleys, etc.)

_____

Would you recommend other co-op students living here? (Yes or no) _____

NAME OF STUDENT _____ Date _____

10/14 cad

APPENDIX 11

CO-OPERATIVE EDUCATION PROGRAM

PERSONAL INFORMATION QUESTIONNAIRE

Follow Instructions Carefully:

Answer the following questions on 8½" X 11" unpunched paper, either ruled or unruled. Use blue or black ink. *Do not type*. Either write in longhand or print. Use as many sheets as necessary to adequately answer the questions. *Use only one side of the paper*. It is not necessary to write the questions before you answer them. *Print* your name in the upper right hand corner of each sheet.

(1) For what firms or persons have you worked? Discuss briefly the kind of work and your duties in these jobs and indicate the approximate dates of employment. Include summer and part-time employment, and service in the Armed Forces. Describe any business which you have conducted for yourself.

(2) Approximately how much had you saved for college from your earnings? For what has the remainder been used? Have you been awarded a scholarship? If so, what is the amount and time period of the scholarship? Who is assisting you in your educational expenses?

(3) How did you become interested in the Co-operative Education Program? Did any person especially encourage you to apply for the program?

(4) In what curriculum (or curriculums, in order of preference) are you primarily interested? What are your reasons for your choice? Is there any particular field or specialty within this area of study in which you have a definite interest?

(5) List the high school activities and organizations in which you participated. What offices have you held and what awards or honors have you received?

(6) What are your hobbies? What forms of recreation do you enjoy most? How do you spend your leisure time? Do you prefer quiet recreation to active recreation - or vice versa?

(7) Have you ever been arrested, charged, or held by federal, state or other law enforcement authorities for any violation of any federal, state, county, or municipal law, ordinance, or regulation? Include all charges even if dismissed or disposed of by payment of fine.

(8) In *your own* opinion, what *personal* qualities and characteristics are necessary or desirable in pursuing your education and your future career?

APPENDIX 12

ALTERNATION SCHEDULE OF _____
(Last Name) (First Name) (Mid. Init.)

DATE	SECTION I	SECTION II			
_____ Summer Qtr., 19__	_____	_____	____	____	____
_____ Fall " , 19__	School	School	____	____	____
_____ Winter " , 19__	School	School	____	____	____
_____ Spring " , 19__	Industry	School	____	____	____
_____ Summer " , 19__	School	Industry	____	____	____
_____ Fall " , 19__	Industry	School	____	____	____
_____ Winter " , 19__	School	Industry	____	____	____
_____ Spring " , 19__	Industry	School	____	____	____
_____ Summer " , 19__	School	Industry	____	____	____
_____ Fall " , 19__	Industry	School	____	____	____
_____ Winter " , 19__	School	Industry	____	____	____
_____ Spring " , 19__	Industry	School	____	____	____
_____ Summer " , 19__	School	Industry	____	____	____
_____ Fall " , 19__	Industry	School	____	____	____
_____ Winter " , 19__	School	Industry	____	____	____
_____ Spring " , 19__	Industry	School	____	____	____
_____ Summer " , 19__	_____	Industry	____	____	____
_____ Fall " , 19__	_____	_____	____	____	____
_____ Winter " , 19__	_____	_____	____	____	____
_____ Spring " , 19__	_____	_____	____	____	____
_____ Summer " , 19__	_____	_____	____	____	____

NECE-3E
January, 1973

PROPOSED ALTERNATION OF TRAINING OFF-CAMPUS AND STUDY ON-CAMPUS

Year	Quarter 1	Quarter 2	Quarter 3	Quarter 4

(Student's Signature) _____ (Coordinator's Signature) _____ (Date)

APPENDIX 13

COOPERATIVE EDUCATION PROGRAM

UNDERSTANDING

We are pleased to welcome you into the Cooperative Education Program of the University and wish to work with you throughout your tenure in this program so you might receive the greatest educational benefits possible through your training experience off campus. Our program is the experiential component of your academic program and is an educational program. Through it you have the opportunity to apply the theory of the classroom in real situations, and this is now rather than after you have graduated.

We will spend considerable time in working with you in placing you with a responsible employer in a challenging position. After this phase has been completed, our association will be toward utilizing the employer, the training, the community, and your Co-op environment in the furtherance of positive educational experiences.

It is important that certain basic understandings be known before you participate in the Co-op Program. These are as follows:

1. Participation in the program is open only to students who will graduate from the University If you are considering transferring to another school, you probably cannot complete your Co-op obligations.

2. If you proceed with your application for the Cooperative Education Program to the extent that applications to employers are processed by us in your behalf, we will expect you to accept any position offered you by these employers if the position is appropriate to your needs and goals as made known to your coordinator.

3. Unless there is a clear understanding to the contrary, you are to return to the same employer for all additional training periods until you have completed the training program or otherwise been excused by the Co-op Office or terminated by the employer.

4. If you enter the program with fewer than 90 hours, you will be required to remain in the Co-op Program until you have completed three-fourths of the required hours for graduation with no fewer than three training periods. All training periods must be completed prior to your final academic quarter on campus. If you have completed more than 90 Quarter hours, you will be required to complete at least three training periods before the final academic quarter which must be spent on campus.

5. To obtain a SATISFACTORY grade on your transcript, you must complete the following:

   a. Satisfactory performance on your training assignment.
   b. Attend Orientation Sessions before leaving campus.
   c. Submit reports during off-campus training as instructed by the Co-op Office.
   d. Attend all Post-training Conferences after return to campus.
   e. Respond in a mature way to all the responsibilities which will follow because of your participation in a program for adults, working with adults, and living in an adult community.

6. PENALTIES FOR LACK OF COMPLIANCE -- It is seldom that students in the Co-op Program do not choose to adhere to the policies described above. These policies are all designed to provide an effective program and a positive and fruitful education for you. It is necessary you know now what type of penalties can result for violations of any of these policies before any problem has developed.

   a. Penalties for not complying with the provisions in all items above may result in your being reduced to a part-time student (one course) the next time you enroll at the University.
   b. A grade of UNSATISFACTORY may be placed on your transcript.
   c. Both the reduction in credit hours and UNSATISFACTORY grade may occur in some instances.

7. In addition to this information you are responsible for knowing the contents of the Handbook and are required to read the Co-op Newsletter and the Bulletin Board column (Co-op) in both of which provide you with information concerning coming events in the Co-op Program. You must also observe notices and policy statements posted on the bulletin board in the Co-op Office.

Since these policies are never discussed again until they become an issue, it is important that you know the expectations of the program beyond those which will become part of our regualr counseling work in the program. Our time will be more productively spent if we concern ourselves with the positive aspects of your education.

Please sign below as your affirmation of the contents of this writing. One copy will be in your file and available to you at any time for re-examination of the commitments you undertook when you entered the program. The second copy is for you.

(Students' signature)	(Coordinator's signature)	(Date)

REV 1/70

COOPERATIVE EDUCATION PROGRAM

AGREEMENT

Date_____

I, _____ agree to an assignment with

_____

(Name of Employer)

as a student on a regular cooperative plan in accordance with the regulations established by the Cooperative Education Program and published in the Cooperative Education Handbook and University of Policy Statement.

I understand that I am to be assigned to the above employer on a prescribed pattern of training and study until I have completed three-fourths of the required hours for graduation or until released or transferred by the director or coordinator of the Cooperative Education Program. I understand that I must complete a minimum of three training periods if I should complete three-fourths of my degree requirements before three training periods are accomplished.

Further, I understand that at the middle and end of each training period, I will submit a report covering the training period to the Cooperative Education Program office, and my employer will submit a report covering my assignment for this period as well. An evaluation of these reports along with an indication that I have fulfilled the requirements of the Program as set forth in the Cooperative Education Handbook will be the basis of a grade of "Satisfactory" or "Unsatisfactory." The grade will be entered on my permanent record for each training period. Failure to comply with this Agreement will result in disciplinary action.

This Agreement does not bind my employer to continue my services beyond the time when he has need for them.

Signature: _____

Social Security Number:_____ Selective Service Number:_____

Signature:_____

(Director or Coordinator, Cooperative Education Program)

Remarks:

Orig: white - Co-op Office
cc: green - Parent or Guardian
yellow - Employer
pink - Student
gold - Advisor

NECE-3E
January, 1973

_____ COLLEGE

COOPERATIVE EDUCATION PROGRAM

STUDENT CO-OP AGREEMENT

We are pleased to explain to you the opportunities afforded you by participating in the Cooperative Education Program at the College. We believe that if you have a dedication to the cooperative type of education, you will receive the greatest educational benefits possible. Our program attempts to place you in training assignments which will expose you to the career you plan to pursue, and through this program you have the opportunity to see the relevance between classroom theory and practical experience.

We will work with you to place you with a responsible employer who will expose you to various facets of the work world. In order for you to be dedicated and committed to the program, it is necessary that you have certain facts about the program.

Administration of the Program

Finding cooperative assignments which are mutually beneficial to the student as well as to the employer is not an easy task especially without the assurance to the employer that there will be continuity in the program. If the turnover of cooperative students is too great, or if problems occur often, naturally, the employer will discontinue the Co-op Program for full-time employees. It is the coordinator who is often placed in the position of trying to satisfy the student and the employer and while the program is designed to provide enough flexibility to meet the students needs, it is important that rules and regulations are enforced to insure a reasonable amount of security to the employer. For this reason, the final responsibility for decisions with respect to the Cooperative Program rests entirely with the coordinator of the Cooperative Education Program.

Cooperative Agreement

As stated above, continuity is the key to a successful Co-op Program from the employer's point of view. It is the responsibility of the College to assure the cooperating employer that it will not be necessary for him to train a new employee each quarter and for this reason it is necessary that you read, understand, and sign the following agreement:

Student's Commitment

1) Participation in the program is open to all students who maintain a 2.0/4.0 grade point ratio and plan to graduate from this College. If you plan to transfer to another school before graduation, you should not enroll in the program.

2) If you proceed with your application for the Cooperative Education Program to the extent that applications to employers are processed by us in your behalf, we will expect you to accept any position offered you by these employers. We would hope that positive decisions to Co-op with an employer would be made before requesting a coordinator to submit an application in your behalf.

3) Unless there is a clear understanding to the contrary, you are to return to the same employer for a minimum of one training assignment. By returning to the same employer, you can be given a more responsible training assignment on each return.

4) At the end of each training period, you will receive a grade of SATISFACTORY on your official college transcript if you complete the following:

a) Satisfactory performance on your training assignment.
b) Attend Orientation Session(s) before leaving campus.
c) Attend Post-Training Period Conferences on your return to campus.

1) A personal interview with your Coordinator
2) A meeting with your dean or division head.

d) Submit an End-of-Term Report at the end of each training period.
e) Complete each training assignment, i.e., work from beginning date to ending date.

Failure to complete the above requirements may result in the following:

a) A grade of UNSATISFACTORY may be placed on your transcript.
b) You may be dropped from the program.
c) You may be placed on academic probation.

5) It is recommended that you read the Co-op Handbook which provides you with information concerning the Co-op Program.

6) Co-op students who successfully complete the program, with a minimum of two training assignments, will be recommended for advanced co-op status in event of transfer to a senior university or college.

Please sign below to affirm that you understand the contents of this Co-op Agreement.

(Student's Signature)	(Coordinator's Signature	(Date)

APPENDIX 14

NECE-A
January, 1973

_____ COLLEGE

COOPERATIVE EDUCATION PROGRAM

Position Title: COORDINATOR – Cooperative Education

Position Description:

Under the administrative direction of _____
with responsibility for student co-op program coordination and job referral.

Detailed Responsibilities:

1. Cooperative Program

   A. COORDINATION

      (1) Coordinate and supervise the cooperative employment of an assigned group of students.

      (2) Serve as the liaison official between the college and employers regarding requirements of the program.

      (3) Assemble individual records of students for counseling and placement purposes.

      (4) Conduct group orientation.

      (5) Help students secure satisfactory cooperative employment.

      (6) Conduct co-op follow-up activities by checking each student's job performance through company visits and student conferences.

      (7) Solicit cooperative jobs ranging from entry jobs to training programs in business, industry, government and service agencies depending upon needs and qualifications of the students.

      (8) Accept students removed from probation status for job placement.

      (9) Remove student from job placement when placed on probation status, unless approved to continue on work assignment.

      (10) Confer with Department Chairman pertaining to student referrals in accordance to need or desire.

      (11) Disseminate career information assisting students in making wise choices relative to career planning.

(12) Counsel students regarding their education, career, and personal development.

(13) Check student reports. See that reports are delivered at designated intervals to students, faculty, registrar, etc.

(14) Plan, coordinate, and participate in Annual Employer events.

(15) Keep registrar's office notified of changes in status of students.

(16) Serve as a referral agent in cases where there are special counseling problems.

(17) Make assignments to provide the necessary alternation of students on cooperative jobs to insure continuity of service to employers.

(18) Maintain functional departmental and personal records.

(19) Represent the viewpoint of Cooperative Education on institutional committees.

(20) Encourage, promote and recommend the advantages of the cooperative plan to the administration, faculty, students, employers, high school guidance counselors, community organizations and the public to insure their support and enhance the growth of cooperative education.

B. QUALIFICATIONS

(1) Education

(a) College graduate, preferably with a Master's Degree in Education, but not mandatory.

(2) Personal Qualifications

(a) Ability to relate well and to maintain the confidence of students in terms of cooperative placement and career planning.

(b) Ability to relate with faculty and counselors in their understanding and utilization of the Cooperative Education Program as a means of strengthening learning and teaching.

(c) Ability to relate with employers in gaining their interest and participation in the development and career preparation of students.

(d) Abiiity to function with students, faculty and employers as one who understands the purposes of the community college.

(3) Other Qualifications

(a) A person with qualifications as indicated, other things including age, experience, kind of degree, etc., are secondary.

(b) A person sufficiently dedicated to the philosophy of Cooperative Education who looks upon the job as a long range opportunity for the college.

(c) A person with originality, courage, vitality and incentive to learn what the community college and the world has to offer students in the ways of meaningful careers and to help them get the needed guidance and preparation.

C. EXPERIENCE

(1) Varied employment experiences both within and outside the academic field is desirable.

APPENDIX 15

NORTHEAST FLORIDA COOPERATIVE EDUCATION CONSORTIUM

Management Information System

Use of Records

A good system of records is essential to effective operation of a cooperative education program. Accurate and up-to-date records, carefully interpreted and evaluated, will serve as an important source of information for activity reports, fiscal reports, and student data files. Records serve as valuable instruments for evaluating the cooperative program, predicting the future, and providing research material.

Although there will be varying degrees of competence in record-keeping, directors must share the responsibility for accurate office information by good record keeping. Records are of no value as sources of information if they are not accurate and up-to-date.

Types of Records - Records, reports, and other pertinent material are grouped as: (1) Student Records, (2) Director's Records, (3) Departmental Records and Reports, and (4) Correspondence.

1. Student Records - Adequate information about the cooperative student is necessary as a basis for effective counseling. In the absence of complete data, any attempt to assist students in making intelligent plans, choices, decisions, and to help them derive maximum benefit from their cooperative work experiences will fail. The record system is a functional guidance tool.

   There should not only be access to a wide range of data about the student, but it should also be organized and readily accessible to facilitate its immediate use.

   The cumulative record about each student should include: information about his personal background; educational

and vocational background; standardized test scores, if available; grades; employer's evaluation forms; and faculty and/or director's ratings.

2. Director's Records - The director should maintain an active listing of the students under his jurisdiction. He should maintain complete records of his active cooperative employers.

3. Departmental Records and Reports - A central file should be maintained on all active cooperative companies. This file should include: the name, address, and telephone number of each company; the name and title of the contact in each company; the names, year in school, major, and employment dates of the students employed with each company; and the job description, hours, and wage rate.

   (a) Activity Reports - The director is responsible for submitting daily or weekly reports on the number of students interviewed, placed, laid off, unemployed, etc., to his college.

   (b) Fiscal Reports - Records must be kept to account for funds received and amounts expended for such items as salaries, supplies, equipment, travel, telephone, and postage.

4. Correspondence - All correspondence relative to cooperative education should be filed in the department office. Correspondence from prospective employers regarding job requisitions should be shared by other staff personnel.

Forms

The forms provided begin with a flow chart to serve as a summary of the package, and end with a check list.

The package contains a general job description of the director. From this, other job descriptions can be developed (see NECE-A). The job description is not placed in the main body of the flow chart as it is not an active operational record. Flowing from the job description are boxes to indicate that the director must launch,

as a minimum, public relations and recruiting programs. These two elements serve to inform the publics involved; i.e., students, faculty, and employers, thus leading up to recruitment of employers and students, and faculty assistance.

The operational elements of the flow chart begin with the Co-op Handbook (NECE-1). The handbook supplements and explains the catalog description; sets the tone for the program; is the basic advisory instrument; and informs the three publics of the program's parameters. The handbook should not be distributed to all students--it should be reserved for students showing a serious interest in co-op.

Guidelines (NECE-2) is a concise statement that can be made available to any student showing an interest in co-op. It is the starting point for advising and is an economical vehicle for opening communications.

Once a student is convinced that he wants to be enrolled in the program, he petitions by using NECE-3A. He should also have in his possession the "Statement of Purpose" (NECE-3) to aid him in preparing for his interview which follows petitioning. Both 3A and 3 are self-explanatory.

After the student petitions, the co-op department should schedule the student for interview using NECE-3C.

NECE-3B is a combination student personal history form and an interview vehicle. The student should be requested to fill out this form before he comes for his interview appointment.

To recap--when a student shows interest in co-oping, he is given three (3) documents. NECE-3, 3A and 3B. He should be advised

that if he is serious he should petition and return 3A to the co-op office. Once he has done this he should be informed that he will be scheduled for interview. The interview should be structured similar to a job interview. When he receives his appointment card, he brings a completed NECE-3B with him, and he should prepare for the interview from the guidance provided in NECE-3.

After the student interviews, the interviewer completes the 3B form. It is suggested that the interview conclude with remarks to the student about the contents of the handbook, what the interviewer feels can be done for the student in relation to co-oping, the nature of developing the student's resume, and the student agreement.

The resume (NECE-3D) should be given to the student to work out if the interviewer feels the student is a satisfactory prospect at the time. Form 3D should be worked on as a draft and personally returned to the co-op office to be reformed and then typed in final. It should be impressed upon the student that the resume is a valuable personal communication between himself and future employers. The resume must be accurate, concise, and well developed. By drafting the resume and returning it to the office, basic instruction in resume development can be the result. When the resume is completed to everyone's satisfaction, the student should then be asked to complete the co-op agreement (NECE-3E). It is important that the student understands the agreement terms before he signs. One copy of the agreement is given the student for his personal files, and one is inserted in his office file.

NECE-4 is a duplication of your catalog description. It is wise to give one to each enrolled student for his reference. In addition the OCO-100 course outline is valuable to each student for his involvement in the orientation course. OCO-100 is the make-ready-for-the-job period. Local conditions will dictate the scheduling, group size, techniques of instruction, use of outside resource persons such as personnel officers from companies, etc., and class organization resulting in a cohesive group sharing experiences with each other.

The next form (NECE-5) is a document which reflects the results of negotiation with an employer. In effect, it is designed to aid the director in setting up a job in a career development way once an employer has shown his interest to participate in the program. The form is preliminary to developing an employer-college agreement.

From the jobs developed by the co-op office and documented from NECE-5, jobs can be communicated to the best student for the job. The job should be discussed with the student, after which he completes form NECE-5A (self-explanatory).

Employer-College Agreement (NECE-6) is a result of the work done by the co-op office in completing NECE-5. The agreement, completed in duplicate (one for each party), should accurately represent the employment terms developed earlier. The employer agreement gives the co-op director an opportunity to set up a career development situation. The agreement should not be considered as a legal binding contract, but as a working paper between two cooperating persons and institutions. This attitude is suggested because many factors change over a period of time which could affect

the discharge of the agreement; i.e., inability to provide students, changes due to profit and loss pictures, etc.

NECE-7 is self-explanatory. This is the student's passport from the college to an employer for his interview. If an interview is not required, skip this step.

Every college has its version of a class roster. NECE-8 is suggested as the co-op office's working tool. The legend on the reverse side explains the letter symbols on the form.

Everyone in the co-op office should adhere to a published schedule, and the schedule should be placed where students and office personnel have easy access to it. NECE-8A is provided as a useful tool for recording schedules. It may be found that the people in co-op will publish their schedule for more than one week's period. Exposure to students is important. They should know where and when they can come for services.

The co-op director reports to someone to give his superior, as well as others, an insight into the program's movement. NECE-8B and NECE-8C are designed to account for the progress or lack of progress. NECE-8B can become a composite report to a dean or it can become an individualized report to departments. Thus it serves as communication to the college. Although temporary jobs and experiential programs are not the same as co-op ed., it may prove wise to show the office's involvement in such programs if these activities in any way affect the office.

NECE-8C is a log of activity in job development. Of course the information will be placed in a company file along with all

pertinent company information, or placed into a company card index file. This should be done as an active ritual.

The last file in the NECE-8 series is the job visit form (NECE-8D). This form should be completed every time an employer's firm is visited, for whatever reason, such as initial contact, job development, completing agreement, or student evaluation. This form is the basic working tool recording employer-college-student relations.

The NECE-9 series makes up the student's packet and is designed to maintain his link with the college. The packet contains a series of handouts, 1 through 6, and includes the following self-explanatory items:

-Series 1 - Do's and Don't's for the student to observe.

-Series 2 - Cover sheet of instructions for cards and reminder about the student's paper.

-Series 3 - Reporting and housing card.

-Series 4 - Student information covering his job.

-Series 5 - Student evaluation of the job.

-Series 6 - Guidance covering the student paper.

Impress the student with the importance of keeping the link between himself and the college through using the packet.

Employer evaluation is important in awarding the student a grade. NECE-10 is designed as a simple feedback tool for this purpose. Encourage, don't insist, that the employer discuss the rating with his cooperative education student. The research shows that where negative comments are made, the evaluation is rarely

discussed with the student. The cooperative education director should contact the rating person, if discussion was skipped, and try to get background information for student counseling.

NECE-11 is a form for the cooperative education director to use in his "after-job interview". This is an important step in the entire process. Make certain that this job is doing, for the student, a service in meeting his career objectives.

NECE-12 is for use in commenting upon the student's paper. Use it as objectively as possible.

A check list of forms (NECE-13) is provided to help you maintain the student folders. By referring to the form and checking off each item covering a student, you can ensure that counseling mistakes will be minimal. Only delegate the maintenance of this check list to trained persons--and only those interested in students.

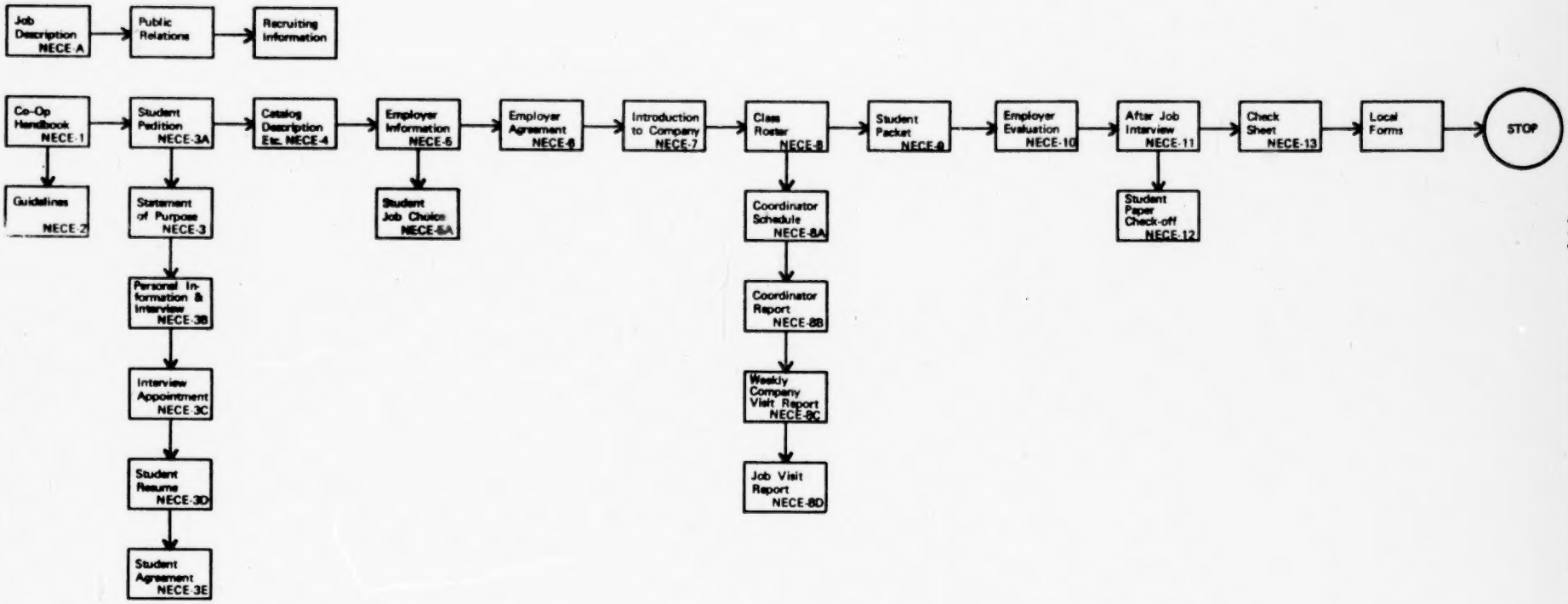
A color coding system will be developed shortly as it is felt that this will be an aid to those using each of the forms.

This series of forms begins to make up an evaluation system. Later on we will develop a series to be added to this set of forms to cover follow-up and how to use follow-up as evaluation. We will be looking toward "value-added" ideas rather than some linear progression idea. Be patient please.

Your comments to improve this initial system are needed. Please help complete the system.

NORTHEAST FLORIDA COOPERATIVE EDUCATION

FORMS MANAGEMENT SYSTEM



APPENDIX 16

CHECKLIST FOR ESTABLISHING COOPERATIVE EDUCATION PROGRAM

(Items are in approximate sequence)

A. Before the program begins:

_____ 1. Investigate benefits to students and college; learn all you can about the program. Visit some programs elsewhere.

_____ 2. Make commitment and establish budget or funding source. Commitment includes faculty and staff coordination, support, etc., and reasonable student interest.

_____ 3. Organize a temporary advisory committee with representatives from employers, employees, unions, faculty, staff, students, and secondary schools.

_____ 4. Formally survey for student interest.

_____ 5. Announce program is in development phase. Begin securing support from employment community.

_____ 6. Describe expected cooperative education outcomes:

a. for students,
b. for employers,
c. for college.

_____ 7. Arrange for cooperative training with employers.

a. Explain the program, its purposes, policies, and procedures.
b. Negotiate for co-op experiences and obtain college-employer agreements (formal if possible, but don't push too hard).
c. Negotiate for a career development pattern and reasonable pay.
d. Write training plans - includes job description (each plan is individual).
e. If possible, identify job station supervisor as co-op on-the-job sponsor.
f. Orient on-the-job sponsor.

_____ 8. Plan career-related instruction where necessary to prepare students for jobs.

_____ 9. Develop student orientation program to include:

a. Orientation to co-op;

b. Attitude toward work;
c. Pay expectations and benefits;
d. Job level expectations;
e. Developing interpersonal relations;
f. Resumes and interviews;
g. Applying for job;
h. What employer looks for;
i. Grooming;
j. Attendance;
k. Budget and money handling (income tax, buying car, installment purchases, insurance, etc.);
l. Unions;
m. Common problems which affect students in the job. (See attachment 1.);
n. Career guidance;
o. Co-op course requirements (reports, evaluations, etc.).

_____ 10. Establish credit policies, and course and catalog descriptions.

_____ 11. Notify colleges and universities about program and deal with the credit transfer problem.

_____ 12. Notify accrediting agencies and your state department (if necessary).

_____ 13. Establish a management information system:

a. Forms;
b. Reports;
c. Evaluation procedures;
d. Follow-up procedures;
e. File system.

_____ 14. Recheck with employers re: agreements. Job markets change, budgets, contract problems arise.

_____ 15. Recruit students.

_____ 16. You may think of other steps - add them here. We would like to know what they are.

B. After program begins:

_____ 1. Orient students and begin placement.

_____ 2. Make calls to employers to assure good program start-up.

_____ 3. Set up continuous call schedule to insure program maintenance during first year. Build up a good reputation early.

_____ 4. Aid students and employers with problem solving.

_____ 5. Arrange with faculty to secure and use feedback.

_____ 6. Evaluate the program at planned periods. Report problems, weaknesses, failures, and successes.

_____ 7. Organize a permanent advisory committee.

a. Announce appointments publicly;
b. Describe duties;
c. Schedule meetings.

_____ 8. Set follow-up plans to evaluate students after leaving school (graduation, transfer, drop-out).

_____ 9. Set plans for continuous job development.

a. New jobs
b. Upgrade existing jobs
c. Phase out some jobs

_____ 10. Planning is continuous. Add your own steps here. Let us know what they are. Possibly a task analysis procedure as suggested in Attachment 1.